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ABSTRACT

A cooperative training network was developed by West Hills Community College (Coalinga, California) in conjunction with government agencies/private businesses to train students in truck driving skills. Emphasis was placed on training women, members of minority groups, and disadvantaged persons. During the project, an advisory council was established with business and industry representatives, the curriculum for the truck driving program was redesigned to include a competency-based format and driving recommendations set by the Professional Truck Driving Institute of America, government/industry partners were recruited and cross-trained at workshops, approximately 80 students were trained, and the program was evaluated. (This document summarizes the program and provides a curriculum guide, course syllabus, course outline, operational instruction and training information, information on trucks and equipment, information on California driving test requirements, program form, and project newsletters.) (KC)

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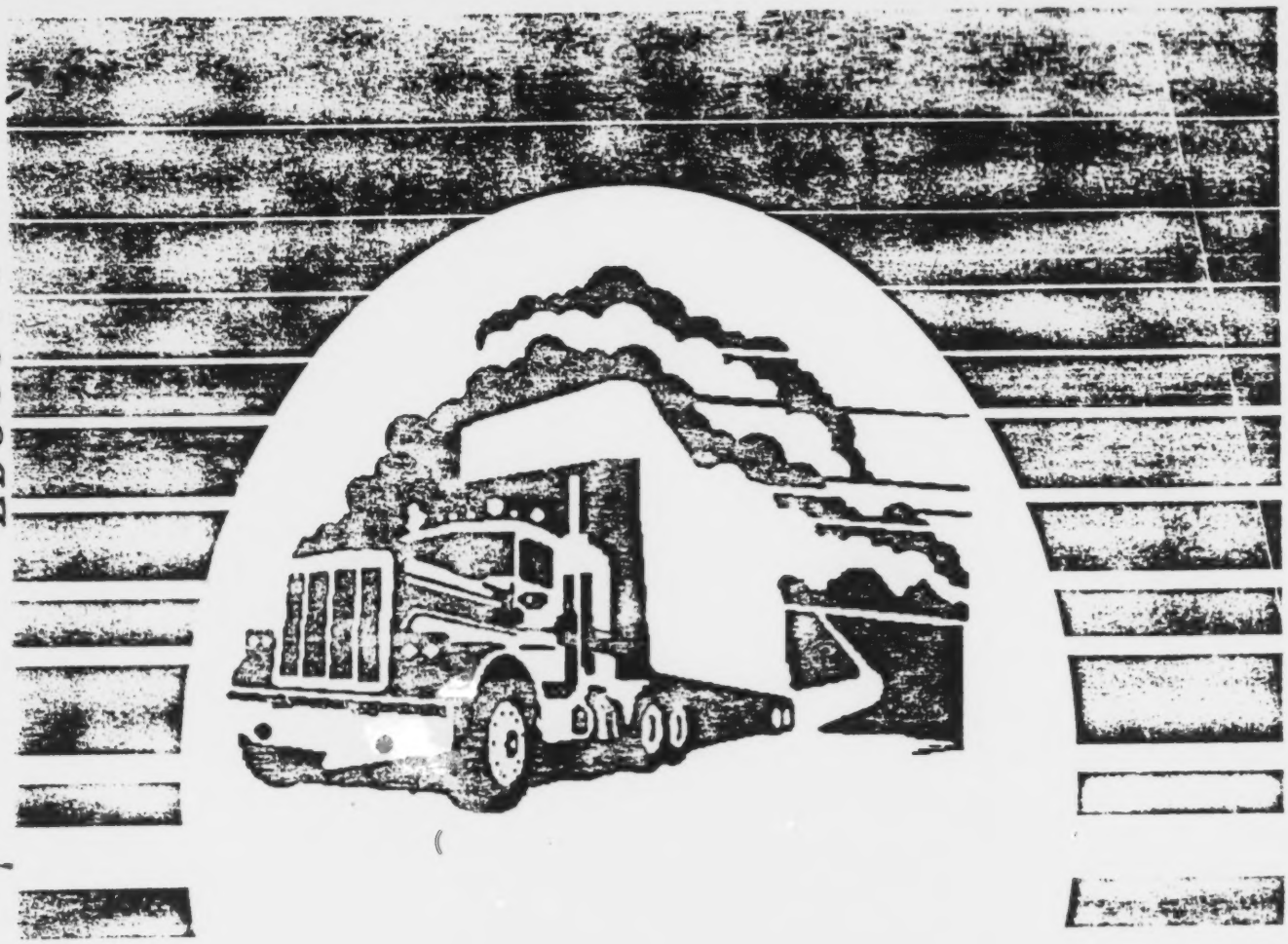

Cooperative Training Network
Truck Driving Program

"Partners to Build a Stronger America"

Dissemination Workbook

Trade, Technical and Industrial Division
West Hills Community College
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WEST HILLS COLLEGE

COOPERATIVE TRAINING NETWORK
TRUCK DRIVING PROGRAM

WEST HILLS COLLEGE
COOPERATIVE TRAINING NETWORK/TRUCK DRIVING PROGRAM

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WEST HILLS COLLEGE
COOPERATIVE TRAINING NETWORK/TRUCK DRIVING PROGRAM

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WEST HILLS COLLEGE
COOPERATIVE TRAINING NETWORK/
TRUCK DRIVING PROGRAM

In January of 1987, West Hills College offered its first commercial operator's licensing course. With fifteen (15) students, a 1966 Kenworth Conventional and a home-made dropdeck trailer, this program stood up to say, "Yes, it is possible to train people for a license and do a quality job of it." This philosophy of quality training rather than number of graduates has been, since day one, a cornerstone of the program.

The program started as an extension of West Hills' Diesel Technology Department, which offers one (1) and two (2) year certificates of trade and technical training, and an associate's degree in technical trades. West Hills is an accredited school in the California community college system, and as such, can offer a wide range of educational services.

Truck driving students are required to be in class for fourteen (14) hours a week during an eighteen (18) week semester. Summer classes are only ten (10) weeks in length, so a pupil's obligated weekly time goes up to twenty-seven (27) hours or more.

Our program constitutes 220 - 240 hours of training, with 30 - 40 hours of that time given to behind-the-wheel operation. Approximately 90 hours are spent in the classroom, covering the basics and theory of operation. For example: the effect of drivetrain specs on a given type of operation; brake system orientation; company operations, procedures and image; paperwork for bills of lading, logbook and accident procedures and other related subjects are discussed during "in-class" lecture periods. Students also spend approximately 65 to 75 hours in observation time. This period is divided between passengering our modified Kenworth - the sleeper of which has been converted into four passenger seats; the lab training site - learning precision driving and backing; or in the diesel shop - studying disassembled truck components, clutch and brake demonstrators, and learning to perform simple maintenance. Included in their maintenance study is brake adjustment, chassis lube and light replacement.

Students work toward their final performance evaluation throughout the entire course. It is a pass/fail performance exam, much like what would be used for a pre-employment drive test. Included are pre-check and hookup procedures, precision driving and backing techniques, local urban traffic, flat and mountainous rural operation, and a short stretch of freeway driving. When completed, students must spot the trailer, properly disconnect from it, and park the tractor as designated.

The criteria of the driver training program is based on the same standards set by the Professional Truck Driver's Institute of America (PTDIA). We have geared our resources towards PTDIA accreditation, and since we can now meet their equipment and personnel standards, we hope to qualify for their endorsement by the end of 1989.

Since the diesel department has the facilities to do much of its own repair work, we have been able to "bring back to life" several equipment donations for a minimal cost by using them as student training projects. Upon their repair completion, they are incorporated into the driver training program.

In January 1989, West Hills' truck driving program was awarded a federal grant from the U.S. Department of Education, Office of Vocational and Adult Education. The funding amount from the Department of Education totals $162,607 (or 66% of the program). Through this grant, West Hills was able to establish a Cooperative Training Network, which brings together members of private industry, government employment and training agencies, and community college staff to contribute to the development of the truck driving program. An advisory council was formed to discuss the issues related to training truck driving students, the employment needs of private industry, and the benefits offered to students by government agencies. The group meets monthly.

The grant also allowed West Hills to expand its personnel for the truck driving program. New additions to the staff as a result of the grant include: one (1) full-time secretary, one (1) part-time job recruiter/developer, two (2) part-time instructors and a part-time lab assistant. (See attached Acknowledgments.)

As a final result, with the financial support received from the Department of Education, equipment donations, technical advise and participatory support received from the trucking industry, and council participation, student referral and on-the-job training programs received from government employment and training agencies, West Hills' truck driving program has grown from the fifteen students we began with to an enrollment of thirty students per semester.

GOALS AND OBJECTIVES

In keeping with the mission of West Hills Community College, the Cooperative Training Network supports activities which enables students to explore and develop their full potential academically and vocationally. the Network's objectives include, but are not limited to the following:

Fill industrial, vocational and regional demands for skilled truck drivers.

Address the growing need in California and the nation for responsive vocational education programs that provide minority and disadvantaged students with marketable skills so that they can successfully compete in the workforce.

Formalize the cooperative training effort through written work agreements between educational agencies, employment/training organizations, and industry.

Certify through the Professional Truck Driving Institute of America as an accredited truck driving program.

Record the processes used to develop the procedures and the materials needed to establish a viable training network in a manner that allows organizations to replicate this program.

COOPERATIVE TRAINING NETWORK TRUCK DRIVING PROGRAM
SUMMARY OF PROJECT OPERATION

Objectives	Procedures/Activities	Outcomes
1. Establish a project Advisory Council with representatives from public/ private businesses and agencies to plan, coordinate and review project activity on a monthly basis.	-Gather information from local, regional and national services on educational needs and resources. -Function as catalyst for matching needs and resources	-Monthly advisory meetings -Records and reports of project activity -Specified goals for co-operative work agreements and employment agencies and partners. -Promote strategies for providing gender equity and services for the disadvantaged
1a. Conduct six cross-training workshops for agencies participating in the Network at which training programs, labor market trends and similar occupational partnerships for targeted student populations will be discussed and assessed.	-Structured environment for networking and information exchange -Issues identified for the training workshops will be discerned from project partners and related staff members	-Dissemination of accurate information -Prioritized list of issues suitable for Network incorporation
2. Redesign the curriculum for the Truck Driving Program to include competency-based format and driving recommendations set by the Professional Truck Driving Institute of America (PTDIA)	-Staff development/in-service workshops to enhance instructional capabilities and curriculum depth -Ongoing contact with PTDIA to culminate in industry approved program certification	-Designated modules of learning -Competency-based format for the curriculum -Program Verification by by the PTDIA

Summary of Project Operation con't

3. Identify six project partners to perform one or more of the following program areas: recruitment, intake, referral, assessment, orientation, skill training, competency analysis, placement and follow-up.	-Via Advisory Council meetings, identify which project partner will perform specified support activities -Through discourse, discern student and institutional needs; develop innovative capacities to meet needs	-Written Cooperative Work Agreements and/or memorandums of understanding -Unduplicated program resources
4. Approximately 70 students will be trained and assessed using the redesigned truck driving program curriculum; roughly 30 percent of the students will be minority and another 30 percent will be handicapped, female or otherwise disadvantaged.	-Extended outreach will be made to minority, disabled, female or otherwise disadvantaged students -Students basic skills will be assessed to determine if remedial/special assistance will be required -A log of registered placement sites will be maintained for student referral	-Gainfully employed students -Reduced shortage of skilled labor -Well-defined and fully operational employer-based training program

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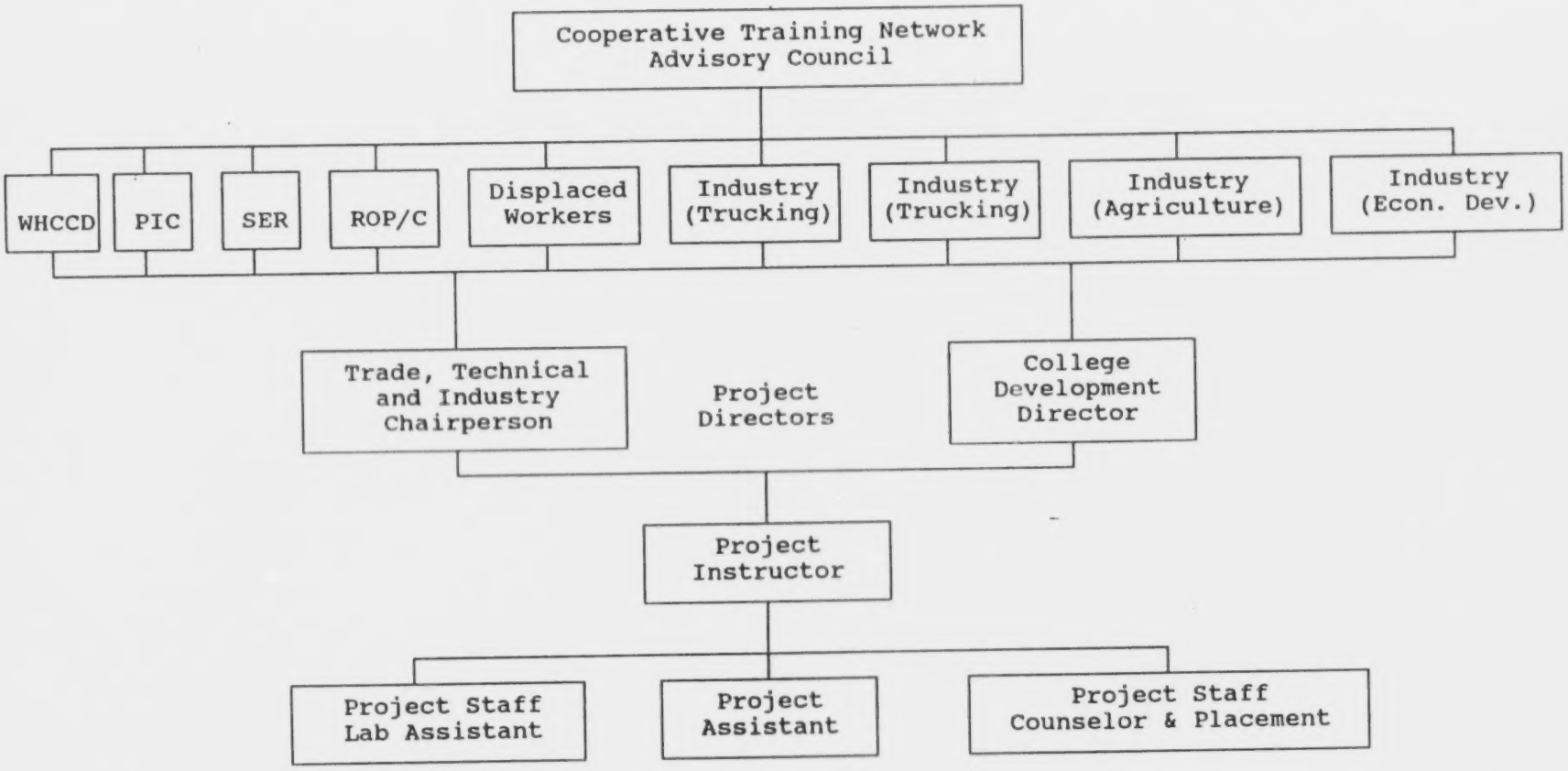
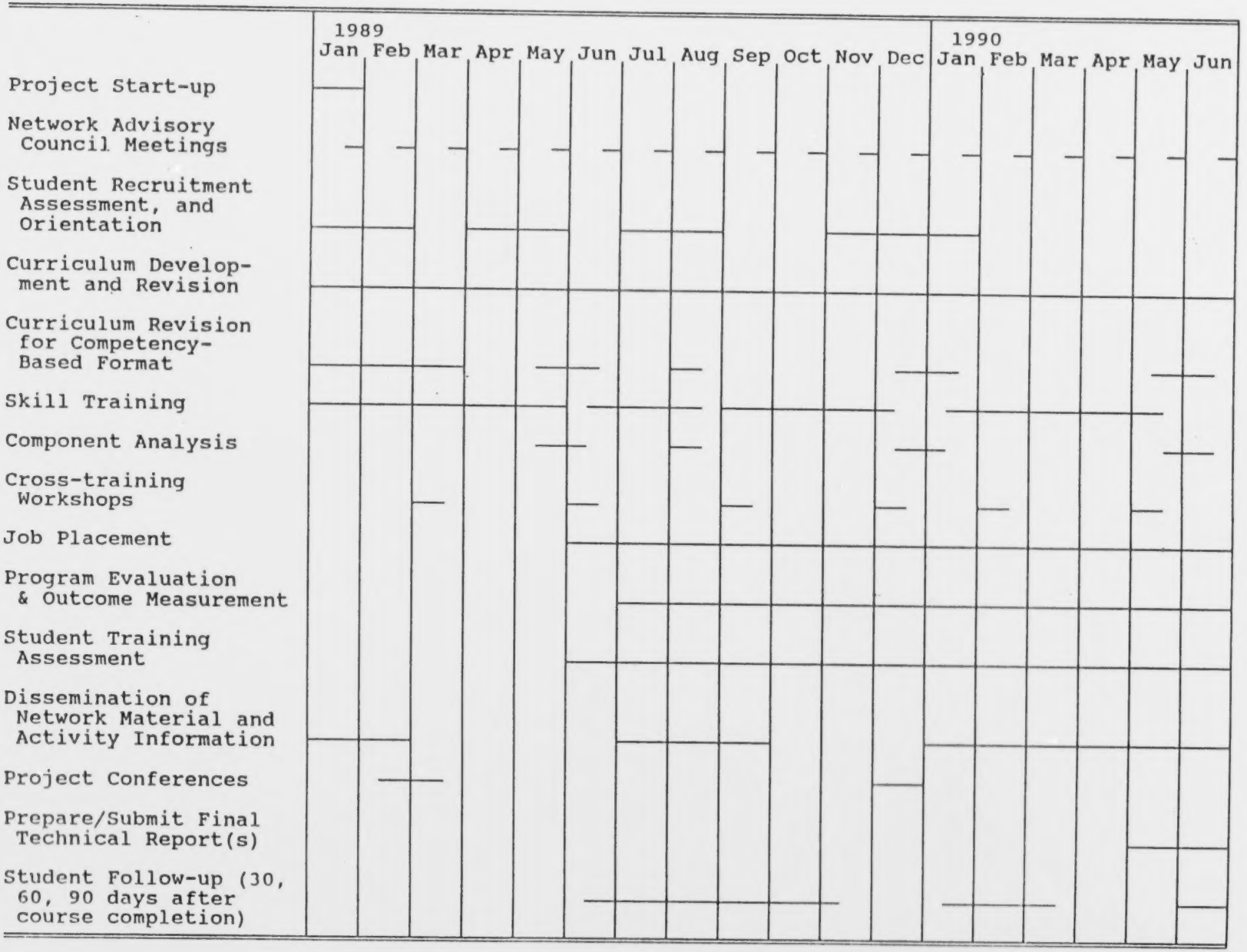
COOPERATIVE TRAINING NETWORK

ORGANIZATIONAL CHART



BASE-LINE MANAGEMENT PLAN


1989
Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec
1990
Jan Feb Mar Apr May Jun
Project Start-up
Network Advisory Council Meetings
Student Recruitment Assessment, and Orientation
Curriculum Development and Revision
Curriculum Revision for Competency-Based Format
Skill Training
Component Analysis
Cross-training Workshops
Job Placement
Program Evaluation & Outcome Measurement
Student Training Assessment
Dissemination of Network Material and Activity Information
Project Conferences
Prepare/Submit Final Technical Report(s)
Student Follow-up (30, 60, 90 days after course completion)

COOPERATIVE TRAINING NETWORK

Work Agreement

Introduction

In compliance with the mandates expressed in the COOPERATIVE TRAINING NETWORK grant application to the U. S. Department of Education, Office of Adult and Vocational Education, the **WEST HILLS COMMUNITY COLLEGE DISTRICT (WHCCD)** and the **PRIVATE INDUSTRY COUNCIL** agree to coordinate their activities in the manner described in this document.

This agreement and the procedures and policies it encompasses will become effective January 1, 1989 and will remain active until June 30, 1990, subject to a review by both parties.

At such review, this agreement may be updated, modified, or discontinued as either or both parties deem appropriate.

I. AGENCY RESPONSIBILITIES

West Hills Community College District and the Private Industry Council agree to:

1. Designate a contact person within their respective agencies who will be responsible for overseeing and facilitating the coordination process. These persons will, further, be available to answer service related questions raised by staff persons of other agencies.

2. Make such designations available to the other agency by January 1, 1989.

3. Assist the cooperative Training Network Project Directors in the creation of policies and procedures which will clarify the details outlined in this document and will include service listings for both agencies.

This document is to be completed and distributed to appropriate personnel in both agencies.

II. PARTNERS RESPONSIBILITIES

1. The Private Industry Council will refer all students applying for services directly to WHCCD upon application.

2. The Private Industry Council also agrees to provide agency services to eligible students referred by WHCCD.

3. Intake Personnel will be responsible to provide WHCCD formal notification when a student has been enrolled in a supportive component.

III. WHCCD RESPONSIBILITIES

1. WHCCD agrees to screen all students referred by the Private Industry Council and to provide these persons with program information.

2. WHCCD will provide agencies with eligibility status reports on all students on a regular basis. Formal updates will also be available upon request.

3. WHCCD will provide partner agencies with semester reports indicating the disposition and present status of all referrals.

4. WHCCD will provide partner agency personnel with all appropriate client related appraisal and assessment information upon course completion.

We hereby agree to abide by the terms set forth in this document.

PRIVATE INDUSTRY COUNCIL

By: _____

WEST HILLS COMMUNITY COLLEGE DISTRICT

By: _____

COOPERATIVE TRAINING NETWORK

Work Agreement

Introduction

In compliance with the mandates expressed in the COOPERATIVE TRAINING NETWORK grant application to the U. S. Department of Education, Office of Adult and Vocational Education, the **WEST HILLS COMMUNITY COLLEGE DISTRICT (WHCCD)** and **BOLTON TRUCK LINES** agree to coordinate their activities in the manner described in this document.

This agreement and the procedures and policies it encompasses will become effective January 1, 1989 and will remain active until June 30, 1990, subject to a review by both parties.

At such review, this agreement may be updated, modified, or discontinued as either or both parties deem appropriate.

I. COMPANY RESPONSIBILITIES

West Hills Community College District and Bolton Truck Lines agree to:

1. Designate a contact person within their respective company who will be responsible for overseeing and facilitating the coordination process. These persons will, further, be available to answer service related questions raised by staff persons of other agencies.

2. Make such designations available to the other agency by January 1, 1989.

3. Assist the cooperative Training Network Project Directors in the creation of policies and procedures which will clarify the details outlined in this document and will include service listings for both agencies.

This document is to be completed and distributed to appropriate personnel in both agencies.

II. PARTNER RESPONSIBILITIES

1. Bolton Truck Lines will informed of students who have successfully completed the truck driving course and consider them, as appropriate, for vacant driving, or related positions.

2. Bolton Truck Lines agrees to provide follow-up placement information about subsequent hires from WHCCD's Truck Driving Program as requested by the WHCCD personnel.

3. Company personnel will be responsible to provide WHCCD formal notification when a change is made in the job status of the student.

III. WHCCD RESPONSIBILITIES

1. WHCCD agrees to screen all students referred to Bolton Truck Lines and to provide the students with pertinent company/employee information.

2. WHCCD will provide companies with training status reports on students interested/referred to company for hire.

3. WHCCD will provide partner companies with semester reports indicating the disposition and present status of all referrals.

4. WHCCD will provide partner companies with all appropriate student related appraisal and assessment information upon course completion.

We hereby agree to abide by the terms set forth in this document.

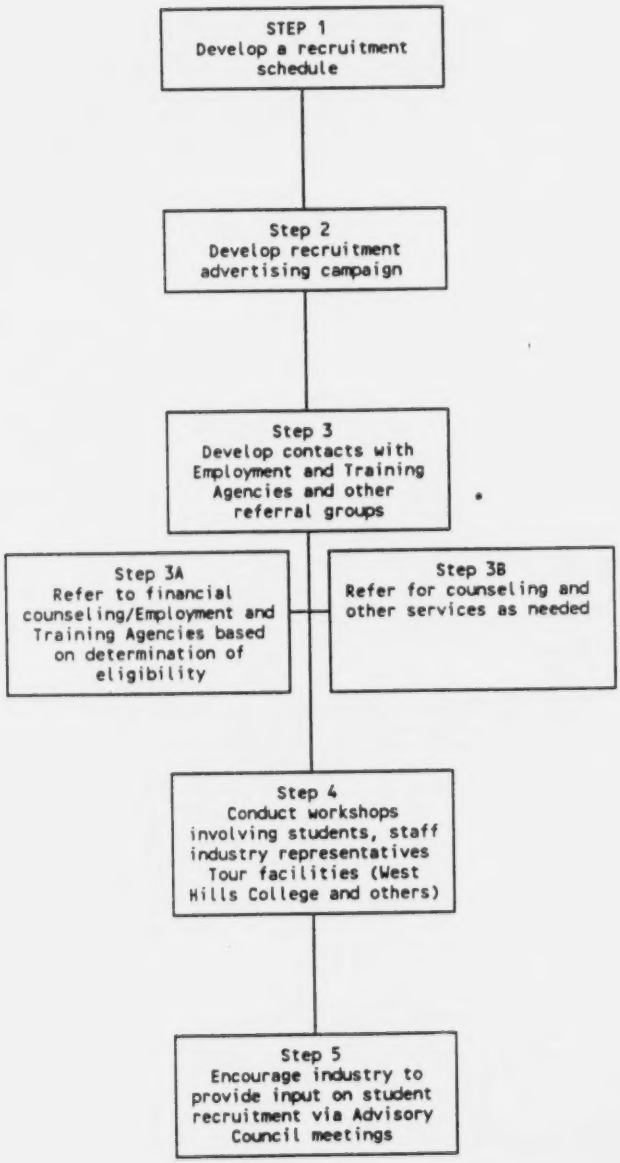
BOLTON TRUCK LINES

By: _____

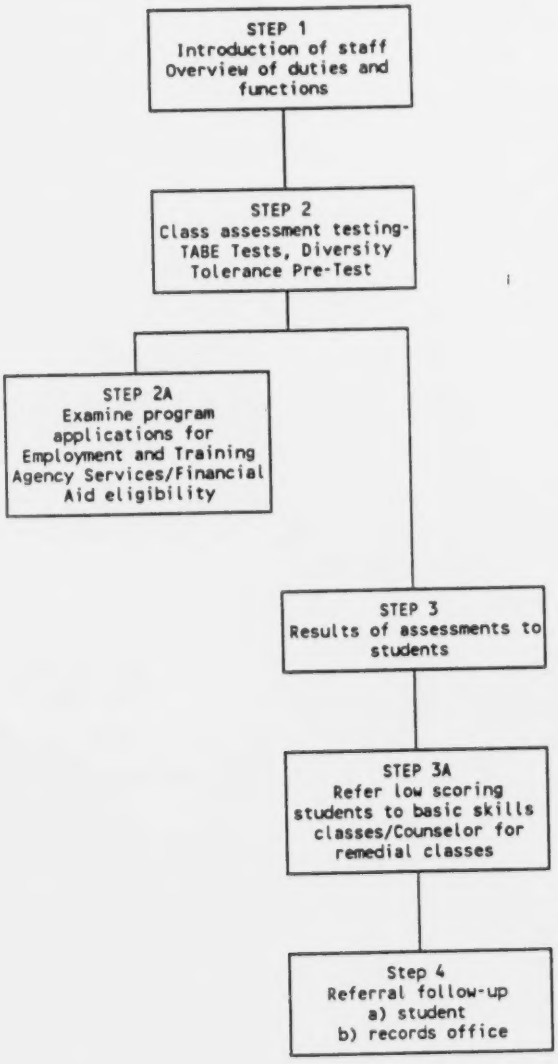
WEST HILLS COMMUNITY COLLEGE DISTRICT

By: _____

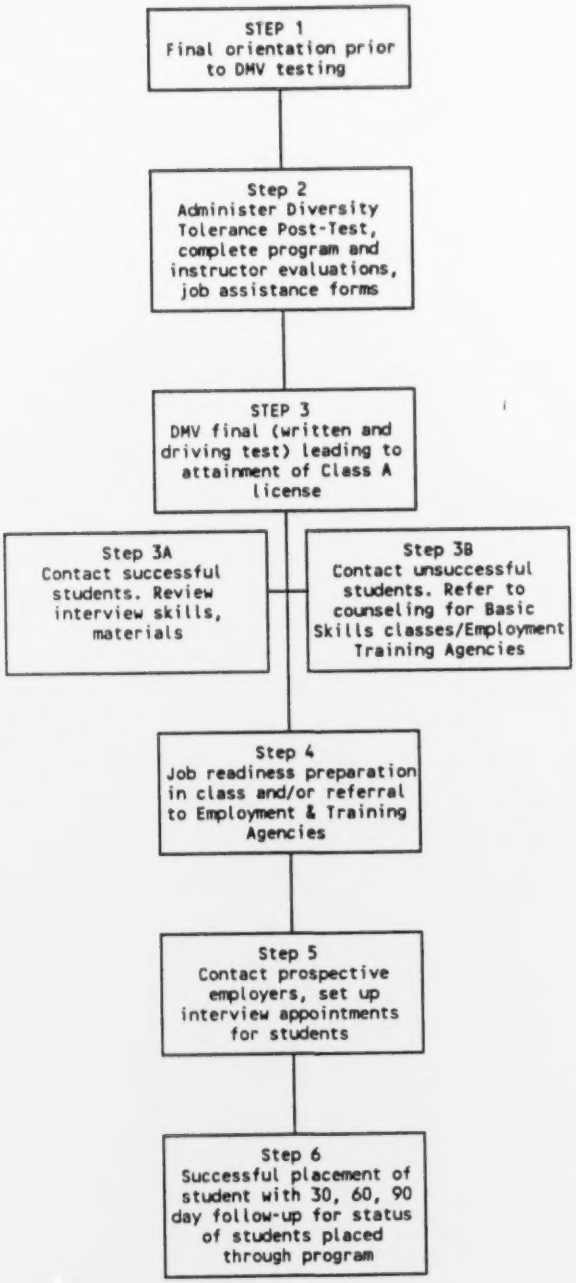
WEST HILLS COLLEGE
COOPERATIVE TRAINING NETWORK
RECRUITMENT FLOW CHART


STEP 1
Develop a recruitment schedule
Step 2
Develop recruitment advertising campaign
Step 3
Develop contacts with Employment and Training Agencies and other referral groups
Step 3A
Refer to financial counseling/Employment and Training Agencies based on determination of eligibility
Step 3B
Refer for counseling and other services as needed
Step 4
Conduct workshops involving students, staff industry representatives Tour facilities (West Hills College and others)
Step 5
Encourage industry to provide input on student recruitment via Advisory Council meetings

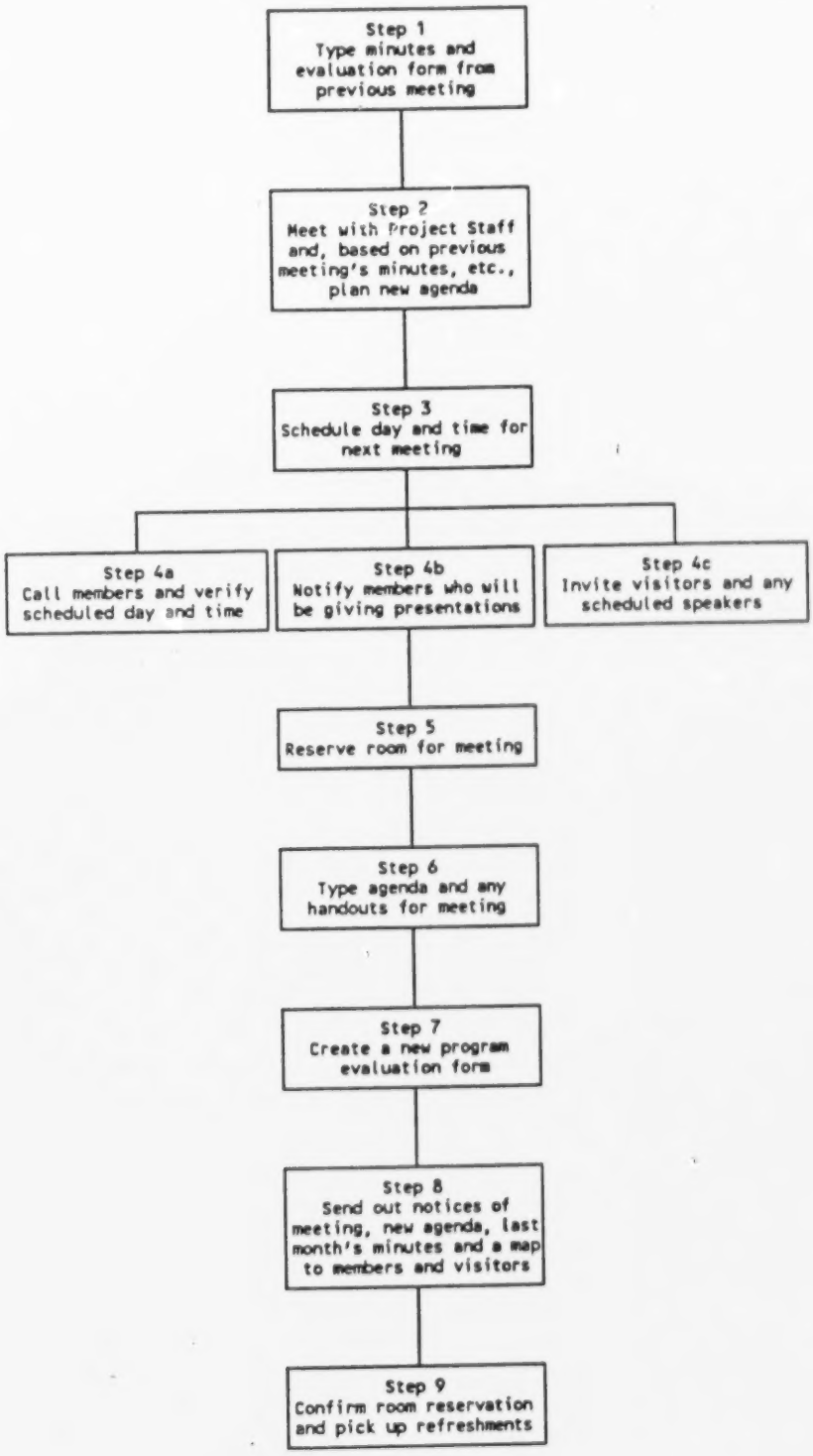
WEST HILLS COLLEGE
COOPERATIVE TRAINING NETWORK
ORIENTATION FLOW CHART



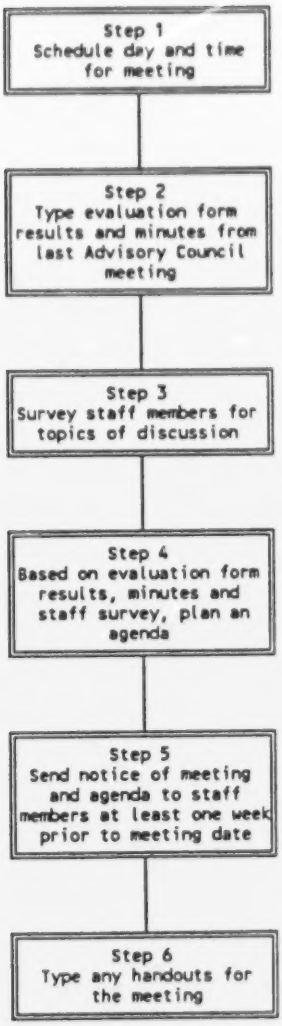
WEST HILLS COLLEGE
COOPERATIVE TRAINING NETWORK
JOB PLACEMENT FLOW CHART


STEP 1
Final orientation prior to DMV testing
Step 2
Administer Diversity Tolerance Post-Test, complete program and instructor evaluations, job assistance forms
STEP 3
DMV final (written and driving test) leading to attainment of Class A license
Step 3A
Contact successful students. Review interview skills, materials
Step 3B
Contact unsuccessful students. Refer to counseling for Basic Skills classes/Employment Training Agencies
Step 4
Job readiness preparation in class and/or referral to Employment & Training Agencies
Step 5
Contact prospective employers, set up interview appointments for students
Step 6
Successful placement of student with 30, 60, 90 day follow-up for status of students placed through program

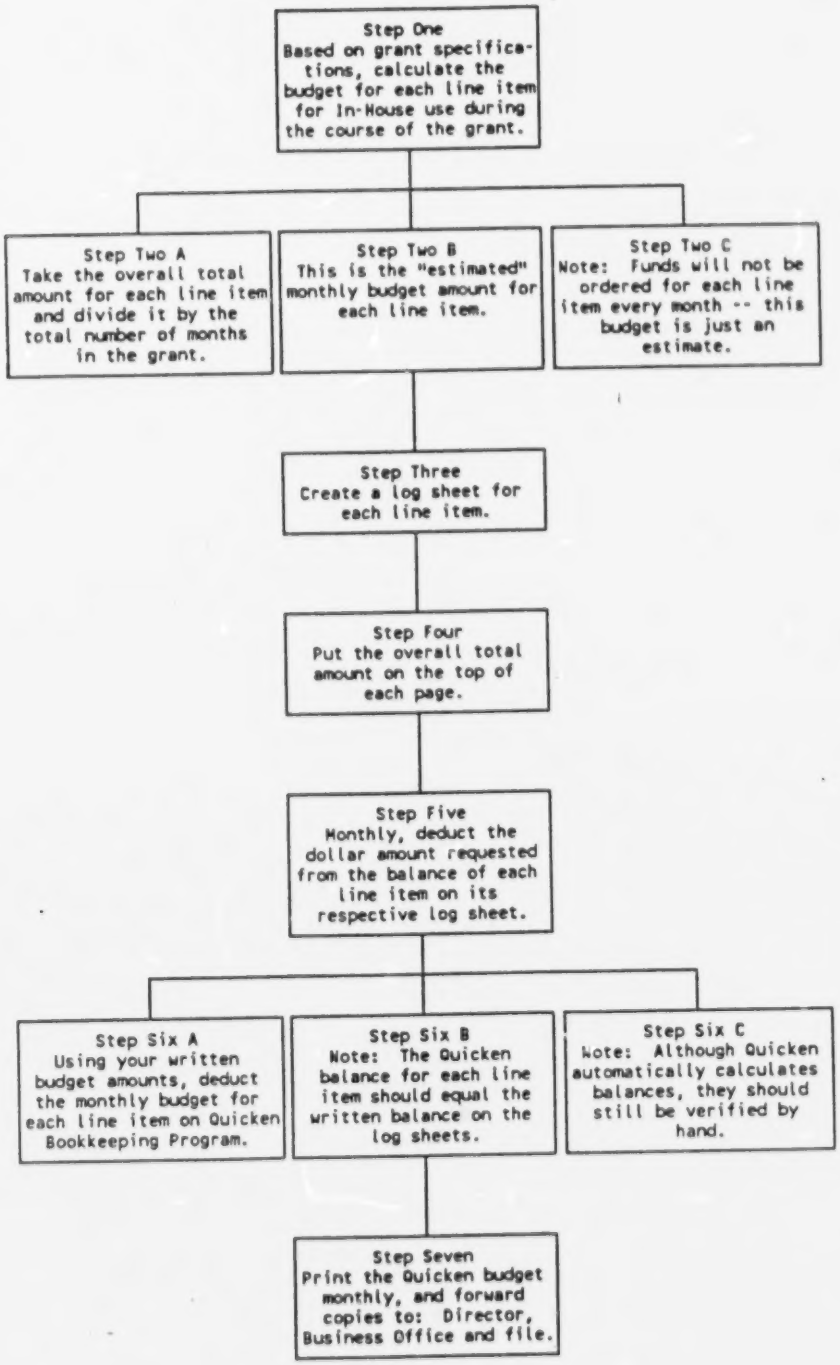
PLANNING AN ADVISORY COUNCIL MEETING


Step 1
Type minutes and evaluation form from previous meeting
Step 2
Meet with Project Staff and, based on previous meeting's minutes, etc., plan new agenda
Step 3
Schedule day and time for next meeting
Step 4a
Call members and verify scheduled day and time
Step 4b
Notify members who will be giving presentations
Step 4c
Invite visitors and any scheduled speakers
Step 5
Reserve room for meeting
Step 6
Type agenda and any handouts for meeting
Step 7
Create a new program evaluation form
Step 8
Send out notices of meeting, new agenda, last month's minutes and a map to members and visitors
Step 9
Confirm room reservation and pick up refreshments

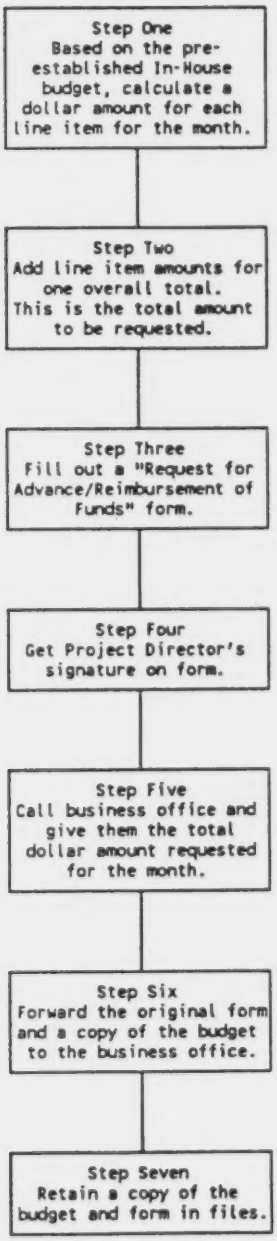
PLANNING A PROJECT STAFF MEETING


Step 1
Schedule day and time for meeting
Step 2
Type evaluation form results and minutes from last Advisory Council meeting
Step 3
Survey staff members for topics of discussion
Step 4
Based on evaluation form results, minutes and staff survey, plan an agenda
Step 5
Send notice of meeting and agenda to staff members at least one week prior to meeting date
Step 6
Type any handouts for the meeting

CREATING AN IN-HOUSE BUDGET


Step One
Based on grant specifications, calculate the budget for each line item for In-House use during the course of the grant.
Step Two A
Take the overall total amount for each line item and divide it by the total number of months in the grant.
Step Two B
This is the "estimated" monthly budget amount for each line item.
Step Two C
Note: Funds will not be ordered for each line item every month -- this budget is just an estimate.
Step Three
Create a log sheet for each line item.
Step Four
Put the overall total amount on the top of each page.
Step Five
Monthly, deduct the dollar amount requested from the balance of each line item on its respective log sheet.
Step Six A
Using your written budget amounts, deduct the monthly budget for each line item on Quicken Bookkeeping Program.
Step Six B
Note: The Quicken balance for each line item should equal the written balance on the log sheets.
Step Six C
Note: Although Quicken automatically calculates balances, they should still be verified by hand.
Step Seven
Print the Quicken budget monthly, and forward copies to: Director, Business Office and file.

ORDERING FUNDS FOR MONTHLY BUDGET


Step One
Based on the pre-established In-House budget, calculate a dollar amount for each line item for the month.
Step Two
Add line item amounts for one overall total. This is the total amount to be requested.
Step Three
Fill out a "Request for Advance/Reimbursement of Funds" form.
Step Four
Get Project Director's signature on form.
Step Five
Call business office and give them the total dollar amount requested for the month.
Step Six
Forward the original form and a copy of the budget to the business office.
Step Seven
Retain a copy of the budget and form in files.

COURSE DELINEATION

With the receipt of a grant from the U.S. Department of Education, West Hills College has, with industry's help, expanded it's truck driving program to serve thirty (30) students per semester.

Instructors are credentialed by the State of California to teach adult education at the community college level. The supervising instructor's responsibilities include class curriculum, assignments, lecture, and performance labs. He is also responsible for final evaluations and recommendations. Part-time instructors participate in performance labs, which helps to create a smaller student/instructor ratio and allows for more operational time for students behind the wheel. Our labs operate on between a 6:1 to 10:1 student/instructor ratio.

Regular semesters (fall & spring) are 18 weeks in length. Summer classes are 10 weeks long. Students will complete between 220 - 240 hours of training in either semester. Actual behind-the-wheel time for each student is between 30 - 40 hours, depending on schedules. Students may receive extra driving time if they participate in extra credit trips, etc.

A great deal of emphasis is placed on mechanical knowledge. Our theory is that understanding how something works will help to make its proper operation easier. Since we have shop (repair) training facilities available, students can be exposed to the insides of transmissions, engines, etc., and examine broken components, allowing them to understand the full effect of what equipment abuse does to a truck.

The actual driving takes place on courses set up on the campus parking lot. Offset and tight alley situations are used with as little as 8" clearance. Measured right and left turns are also used so students learn how to deal with trailer cheat. A 4-barrier backwards serpentine is used as a training aid, and as an optional skill test on the final examination. A great deal of time is spent teaching students to see and perform proper set-ups and alley docks.

Students also receive on-road behind-the-wheel driver training. Since Coalinga has such diverse terrain, students are exposed to many of the different road situations which a driver may encounter. The combination of tight turns and hills has proven to be an ideal training ground. As a student's proficiency increases, lab time is used for short trips to more populated areas, such as Fresno or Visalia. This exposes students to heavier traffic situations.

The final performance examination is structured on the D.L. 170 criteria for employer's certification of training. Students must successfully complete this test in order to use school equipment for their Department of Motor Vehicles (DMV) driving examination. The West Hills performance final is a pass/fail test. Students

receive demerit points for the each mistake they make. Their final point score must not exceed the course's pre-determined final point maximum. Any number that exceeds the pre-set maximum constitutes a failure.

The written final is a 100 question essay test covering all the subjects which have been discussed during the course. Grading breakdowns, delineation of student's responsibility, major class criteria, etc., is included in the class syllabus. The entire course has been structured on the Professional Truck Driver's Institute of America's (PTDIA) operator training criteria.

CURRICULUM

The curriculum used by the West Hills Truck Driving Program is a competency-based time-line which meets the standards outlined by the Professional Truck Driver's Institute of America (PTDIA). It is the major accepted curriculum recognized by the American Trucking Association (ATA), California Trucking Association (CTA), and support sectors of the industry as a whole.

Classes are held concurrently in Coalinga and Lemoore. Students meet for approximately 200 hours of instruction. During an 18 week semester, class time averages 14 hours per week. The 10 week summer session averages 20 hours of class time per week. The instruction places an emphasis on vehicle operation on a wide variety of terrain.

Upon successful completion of the program, a student's skill level will be high enough to meet the performance standards required by the Department of Motor Vehicles (DMV). Because West Hills' Truck Driving Program is evaluated by industry leaders each semester, it also meets the standards of prospective employers. It is one of the most comprehensive courses of its kind, and one of the few such courses accepted by the trucking industry.

DT 90 TRUCK DRIVING
Class Syllabus

INSTRUCTOR: Joe Watanabe

MEETING SCHEDULE: LECTURE CLASSES, two (2) evenings per week from 7:00 p.m. to 9:30 p.m.

LAB SESSIONS, two (2) or three (3) times a week by arrangement. The number of sessions held weekly will depend on whether the class is run on a ten (10) or eighteen (18) week schedule. Lab sessions are 4 1/2 to 5 hours long. All day labs are usually held on weekends, which counts as a double session.

Upon completion of the class, students will have completed an average of 180+ of training. Depending on the circumstances, it is possible for students to exceed that figure by as much as 30 hours. Actual wheel time will range between 30 to 40 hours. Lecture time is around 80 to 90 hours, and observation time in and around trucks is about 80 hours.

LOCATION: Lecture classes will be held at one of three locations: West Hills College Campus in Coalinga -- Diesel Shop, West Hills College Campus in Lemoore on Hume Ave., or Lemoore High School Diesel Shop (behind the bus garages on the L.H.S. campus).

Lab sessions will be held at either the West Hills College Campus in Lemoore on Hume Ave. or the West Hills College Diesel Shop or parking lot on the Coalinga Campus. Students are advised of locations prior to the session.

TEXTBOOK: Trucking: A Truck Driver's Training Handbook, by Gilliland and Millard

California Commercial Driver's Handbook

Federal Form #MCS-59 (standard 2 copy log book)

Optional: California Vehicle Code Book

Federal Motor Carrier's Safety Regs

ATTENDANCE: 10 points for every class session attended. If you are absent, you lose all points for that session. If you notify me with a **GOOD REASON** for your absence, you will receive 5 points

credit. Makeup time depends on schedule and class size. It may or may not be available.

GRADING:

All written tests will be figured on the percentage of correct answers. The percentage will be transposed to a 1 to 10 scale for grade points. Example: Test #5, you get 15 out of 20 questions correct. That is 75% correct answers, so your point score is 7.5 points for grade, plus 10 points for attendance, provided you made it to class and the test wasn't a makeup.

Driving labs are figures on a 1 to 10 scale for performance. There is a possible 20 points to be earned per lab session, or 40 points for a double lab.

Written final is 100 questions completion or essay. It is worth up to 200 points for your final grade.

Driving final is pass/fail for a straight 200 points. If you blow your driving final, **YOU CANNOT USE SCHOOL EQUIPMENT TO TAKE YOUR D.M.V. DRIVING TEST.**

YOU MUST MAINTAIN A "C" AVERAGE TO TAKE THE DRIVING FINAL!!!!!

D.M.V. TESTING:

The D.M.V. will, upon successful completion of the class, give you the California Standard Commercial Operator's Driving Proficiency Test. When you have passed this examination, the D.M.V. will issue you a Class "A" operator's permit.

PERCENTAGE BREAKDOWN:

The percentage of all points earned to all points possible will determine your letter grade.

95% - 100% = A
81% - 94% = B
71% - 80% = C
61% - 70% = D
60% or lower = F

ALWAYS HAVE A BALL POINT PEN, I DO NOT LOAN THEM. A pocket-sized notebook is also handy.

WEST HILLS COLLEGE
300 Cherry Lane
Coalinga, CA 93210
(209) 935-0801

BASIC TRUCK DRIVING
Competency Based Training per Private Industry Council Requirements

ıpoint: 3
ıpletion: 6
ıgth of Training: 240 Hours

ıpetency Number	Description	Testing Mechanism
1	Orientation - Regulations and Vehicle (42 hours) o Review State Commercial Drivers Handbook o Review Air Brake Endorsement o Review combination vehicle endorsement o Vehicle component identification o Vehicle checkout and inspection	-Successfully pass state written examination for commercial learning permit. -Written quiz, pass at 70% level. -Instructor observationn and 70% level checklist.
2	Basic Vehicle Operation (42 hours) o Vehicle component identification and function o Parking lot driving to include: a. Starting & stopping vehicle b. Clutch operation c. Gear shifting (low speed) d. Orientation to large vehicle e. Backing principles/precision driving within a restricted course. o Street driving to include: a. Road shifting up and down b. Steering in coordination with other functions. c. Proper braking procedures d. Defensive driving skills e. Road courtesy and professional attitude development.	-Written quiz, pass 70% level. -Instructor observation of demonstrated skill development. -Pass at 70% level on checklist of skills. -Instructor observation of demonstrated skill development. -Pass at 70% level on checklist of skills.
3	Mid-Level Vehicle Operation in Parking Lot (64 hours) o Parking lot driving to include: a. Low-speed shifting b. Stopping & starting within prescribed	-Instructor observation of demonstrated skill development. -Pass at 70% level

ompetency Number	Description	Testing Mechanism
3	Mid-Level Vehicle Operation in Parking Lot (64) hours) continued. c. Straight-line backing d. Line of sight alley dock backup maneuver e. Measured & restricted right turn f. Back-up maneuver, serpentine around at least three markers	skills -Pass necessary written examination at 70% level
	----------Midpoint----------	
4	Mid-Level Vehicle Operation on Road (64 hours) o Road driving to include skill development in the following competencies: a. Left and right turns b. Urban street, two and four lane c. Intersections non-controlled d. Intersections controlled e. Railway crossing f. Curves right and left g. Rural two-lane h. Rural four-lane i. Freeway, overpass, off & on ramps j. Hill operation k. Steep grade up hill & downhill l. Uphill & downhill stopping m. Upshift and downshift through all forward gears under all road conditions	-Instructor observation of demonstrated skill development. -Pass at 70% level on checklist of skills -Pass necessary written examinations of 70% level.
5	Final-Phase Vehicle Operation (26 hours) o Preparation of D.M.V. test requirements off and on road a. Pre-trip inspection b. Forward stop c. Straight-line backing d. Alley dock e. Measured right turn f. Parallel parking o On Road a. Straight road urban and rural b. Intersections through and stop	-Pass necessary written examinations at 70% level. -Instructor observation of demonstrated skill development. -Pass at 70% level on checklist of skills.

mpetency Number	Description	Testing Mechanism
5	Final-Phase Vehicle Operation continued c. Curved road urban and rural d. Freeway, to include on and off ramp e. Upgrade and downgrade f. Uphill stopping and starting g. Downhill stopping and starting h. Upshift and downshift through all forward gears	
6	D.M.V. Testing Phase (6 hours) o For those students who successfully pass competency number five (5), performance testing. a. D.M.V. off-road skill test b. D.M.V. on-road skill test c. D.M.V. written tests	-Pass written and skill performance tests at a level acceptable for the D.M.V.

----------Completion----------

OPERATIONAL INSTRUCTION AND TRAINING

by Joe Watanabe, Instructor

Ideal student-to-truck ratio should be four students per truck. Any more than five per truck will create an inordinate amount of wait time between turns at the wheel. A trainer cab should be utilized for on-highway instruction because the observation time used by students to watch a classmate's performance will reinforce the concepts of operation, as per shifting, braking, cornering, etc. It will also create a certain amount of peer pressure under which the driver must work. As there is a great deal of pressure involved in on-highway operation, this peer pressure provides a means of getting used to such stress early in the student's training.

Conversely, on-site training should be conducted with students observing from the ground. In backing and precision driving maneuvers, it is important that the student sees what effect wheelbase placement has on vehicle control. Low cost citizen's band radios are especially helpful to instructional personnel in that direct communication is provided between instructor and driver. Being outside the cab allows the instructor to observe the reaction of the vehicle to the student's efforts. The instructor can then tell the student immediately if the he/she should make an error.

As there is no substitute for actual wheel time, a premium should be placed on giving the student as much road time as possible. Practice runs should include as many actual driving situations as possible. This would include hill and mountain driving, freeway driving, and at least some work in a high density traffic area.

Training should progress in such a way as to parallel actual industry operation. An explanation of the mechanical functions of the truck will help students understand proper operational procedure. Training should start with vehicle inspection, as it involves parts identification, and an explanation of the mechanical function of how various truck components work.

The next step would involve low speed operating procedures and on-site precision driving practice. Subjects studied would include hookup and spotting exercises, backing exercises, and precision driving maneuvers.

Basic shifting would be included with the above, scheduled for at least one lab a week being allotted for road time. Students should have between 30 and 40 hours of actual wheel time by the end of the course to insure a skill level high enough to pass D.M.V. test standards.

Vehicle checkouts should be included at the top of every lab session. This would include filling out a standard inspection form such as would be used in a working truck operation.

As needed, students should be taught to adjust brakes, and identify parts of an air brake system, enough to be fairly familiar with their operation. Students should actually adjust the brakes on the vehicles they are operating, and a lab session should be set aside for this particular exercise. Routine adjustment should also be done by students.

Lab time should include shop tours to see various truck components in certain stages of repair. In particular, the inner workings of transmissions and clutches. Seeing exactly what happens inside a transmission and how a clutch brake works is invaluable to conveying the concept of double-clutching and driver-synchronized shifting.

There should also be a detailed explanation and component breakdown of the brake system. An old trailer axle set-up with an air tank and valves, and a complete spring brake pod, drum, and shoe assembly makes a very handy demonstrator, as students can actually see how air pressure activates the brake system.

For driving labs consisting primarily of road time, log books should be kept by students. Students will then be familiar with how to maintain a legal log book and what is necessary to keep it legal.

It will be found that much of the material in the Professional Truck Driver Institute of America (P.T.D.I.A.) criteria outline can only be touched upon minimally. Such subjects would include map reading, cargo handling and securement, advanced mechanical aspects, company and public relations, and personal health habits. These subjects are nonetheless important and should be addressed as fully as time will allow in the lecture session of the course.

The use of outside speakers during lecture sessions is encouraged, as students need as much exposure to the real world of trucking as possible. Local California Highway Patrol commercial officers, trucking company managers and drivers, and state association representatives are generally most helpful.

Tours of local trucking companies will also benefit students, in that they can see a working operation. Field trips to truck stops and dealers will give students a chance to see current line and specialty equipment not generally available to a training program. These field trips can be incorporated in driving labs, if a sleeper/passenger conversion type of truck is used. This keeps the number of students high enough to make the trip worthwhile.

There should be some time allotted for running under load. Dummy loads are acceptable and loads can sometimes be found hauling for the institution that the program is a part of. Loading and unloading, tiedown, and enroute inspection should all be performed by students under supervision. Running under load is also a requirement of P.T.D.I.A. certification.

Textbooks used in our program are published by Career Publishing, Inc., 910 Main Street, P.O. Box 5486, Orange, California 92613-5486.

TRUCKING, A TRUCK DRIVER'S TRAINING HANDBOOK
by Gilliland and Millard

TRUCKING, A TRUCK DRIVER'S ENHANCED WORKBOOK
by Ken Gilliland

INSTRUCTOR'S GUIDE AND HANDBOOK for both of the above

CALIFORNIA DEPARTMENT OF MOTOR VEHICLES COMMERCIAL DRIVER'S HANDBOOK

FEDERAL MOTOR CARRIER'S SAFETY REGULATIONS

CALIFORNIA MOTOR VEHICLE CODE BOOK (Optional)

TRUCKS AND EQUIPMENT

by Joe Watanabe, Instructor

POWER UNITS

Tractors should be three-axle, Class 8 highway units. A conventional body style is preferable to a cabover because the instructor has access to brake controls, shift lever, and throttle. Conventional body design is also easier to modify to effect a walk-in sleeper with the bunk removed and replaced with four passenger seats. In essence, this modification turns the tractor into a rolling classroom. Even when the instructor's full attention is given to the student in the driver's seat, students in the passenger section can listen to explanations and instructions and observe the situation fully without having to worry about the problem of operating the truck themselves.

Specifically, the tractor should be equipped with a highway grade diesel engine and non-synchromesh transmission. Duplex transmissions require more training time but the result is a greater understanding of how to effect a correct shift. Twin counter-shaft boxes are more current, easier to train on, require less training time, and are less hazardous because of the single shift lever, but the concept of driver synchronized shifting is somewhat less than the results of training on a twin-stick box.

Two-axle tractors should meet the same criteria as three-axle tractors. Their use during the first part of the course should be restricted to on-site driving, backing practice, and practicing the makeup and breakup of doubles sets. When students become proficient enough in overall equipment operation, their use can be expanded to pulling doubles on road training exercises.

Cabover design tractors should also be restricted to on-site training until the instructor feels a given student's skill level is high enough to refine his or her own driving skills. The instructor must be able to trust the student's operational skills, as there is almost no access to the driver's controls. The final drawback of the cabover design is the restricted seating capacity.

It is difficult to modify a cabover design to accommodate more than just the student and instructor. As observation time is valuable to students, this cuts down the instructor's efficiency to include more students in an in-cab environment.

Straight trucks have limited use in this type of program and as such, serve to be more of an added expense rather than an asset. Most truck driver training criteria requires the use of tractor-semi combinations, and straight trucks are too limited in versatility to be of use in this type of operation.

TRAILERS

Trailers should be at least 40 feet in length to conform to P.T.D.I.A. standards. If flatbed units are used, a simulated load at least as high as the top of the cab should be used to prevent students from being able to look across the bed of the trailer.

A set of doubles should be available along with a two-axle tractor unit to familiarize students with the proper procedure to hookup and breakup doubles sets. Ideally, a half set composed of two semi-trailers and a converter dolly would be needed. Road time with doubles should be implemented during the latter part of training as doubles operation requires at least some basic skills of operation that must be well in hand, otherwise the chance of mishap is increased many fold.

Provided there is a simulated load, flatbed trailers offer a good opportunity to study and implement proper tie-down and load securement procedures. This also could be the basis for an entire class that deals strictly with tie-down and load securement procedures.

A full tractor/trailer(s) rig will suffice for four or five students in a training lab. Any more students per truck will create a backlog of waiting time. Students must have reasonable

access to behind-the-wheel time, at least to include between 30 and 40 hours of actual operational time throughout the length of the course.

INSTRUCTIONAL PERSONNEL

by Joe Watanabe, Instructor

Due to the specific nature of the subject matter, instructional personnel must have a firm industry background to be capable of relating the skills required by the trucking industry to the students in the class. The in-cab phase of training is extremely tenuous as the instructor must be able to correct the student's mistakes, finding a gear when the student misses a shift, for example.

Personality traits should include a great deal of patience and a good depth of people skills to recognize how a given student should be approached. The majority of lab instruction is one-on-one, and behind-the-wheel training involves meeting the changes presented by traffic and road conditions. The only way to meet this criteria is knowledge of equipment, skill of handling that equipment, and versatility, the ability to respond to any given situation that the student, truck, or outside condition may present.

The following is a list of minimum qualifications that instructional personnel should meet:

1. Eight to twelve years actual working experience as a professional operator.
2. High school diploma or higher educational degree.
3. Valid California Class 1 or Class 1A license and medical card.
4. California Community College Specified Subject Teaching Credential.
5. Ability to make and follow lesson plans.
6. Organizational ability to work with groups of five to twenty students.
7. Intimate familiarity with current industry and government publications (regulations, equipment updates, etc.)
8. Enough mechanical knowledge to explain the workings of all components and basic systems found on highway trucks.

9. Ability to proficiently operate all transmissions including duplex boxes, demonstrate their use, and teach those operational skills to others.

10. Backing competency to demonstrate, execute, and teach straight line, U-turns, serpentine, and docking situations.

11. Knowledge and ability to demonstrate proper procedure for making up and breaking up doubles sets.

DRIVING TEST REQUIREMENTS

COMPONENTS

The driving test must consist of three components:

- A pre-trip inspection
- Four skill tests
- A road test

PRE-TRIP INSPECTION

This test must be completed and passed before the skill and road tests are conducted. Standards for the pre-trip inspection test are enclosed.

SKILL TESTS

Four of the following six tests must be conducted. Tests one through four should be given unless there is a reason (space, traffic, etc.) preventing their use, in which case tests five or six may be substituted.

1. Forward stop
2. Straight line backing
3. Alley dock
4. Measured right turn
5. Parallel parking
6. Backward serpentine

SKILL TEST SITE SELECTION

Skill tests may be conducted on an off-street or on surface streets during the road test.

To select an on-street site, look for an area with light traffic such as an industrial area.

In either case, make certain that the areas chosen are suitable for heavy vehicles and have the necessary overhead clearance.

SKILL TEST SET UP

For off-street sites, boundary lines should be painted or marked with tape. Cones or other markers should be used to mark the corners of the exercises.

At on-street sites and sites where painting or taping is not possible, cones or other markers should be used. The attached diagrams show the layouts and measurements for each skill test.

ROAD TEST ELEMENTS

The route should include the following:

1. Four left and four right turns. Include turns at traffic lights, stop signs and uncontrolled intersections. The turns should range from easy to somewhat difficult for a heavy vehicle. Although you should try to get a mixture of types of intersections, the exact mix does not matter.

2. A straight section of urban business streets. The section should be one to two miles long. It should contain through intersections and intersections with traffic lights. It should have moderate traffic density. Try to get a section where the driver can make lane changes. The section should be one that lets you see how the driver copes with traffic in a typical business area.

3. Two through intersections and two intersections where a stop has to be made. If possible, these intersections should be included in the urban section.

4. Two railway crossings. Try to get at least one uncontrolled crossing. The crossings should have enough sight distance for you to see if the driver makes search head movements when approaching each crossing. The driver's attempt to look left and right down the track will often be the only way you can tell if the driver noticed the crossing.

5. Two curves – one to the left and one to the right. Try to get curves tight enough to produce noticeable off-tracking of combination vehicles.

6. A two-lane rural or semi-rural road. This section should be about two miles long. If you cannot find a rural road near your office, an industrial street with few entrances and a higher speed limit is a good substitute. An undeveloped suburban road is also a good substitute. In general, you can use any road that has characteristics similar to a rural road.

7. A section of freeway. The section should start with a conventional ramp entrance and end with a conventional ramp exit. The section should be long enough for a heavy vehicle to do two lane changes during the section. A section of highway can be used if no freeway is available.

8. A downgrade. The grade should be steep enough and long enough to require gearing down and braking. A steep, short hill is the next best choice if a long grade cannot be found.

9. An upgrade. The grade must be steep enough and long enough to require gear changing to maintain speed. A steep, short hill is the next best choice if a long grade cannot be found. Use the same grade for both the downgrade and the upgrade if it is hard to find steep grades in your area.

DRIVING TEST REQUIREMENTS (CONTINUED)

10. A downgrade for stopping. This is a grade where a vehicle can be safely stopped and parked for a minute or so. The grade needs to be only steep enough to cause a vehicle to roll if the driver does not park properly. A gentle slope that will cause a heavy vehicle to roll is sufficient.

11. An upgrade for stopping. This is another grade where a vehicle can be safely stopped and parked for a minute or so. Use the same grade used for the downgrade stop if necessary.

12. One underpass or low clearance, and one bridge. The underpass should have a posted clearance height. The bridge should have a posted weight limit. If you cannot find underpasses or bridges with posted limits, use ones that do not have posted limits. If necessary, substitute a bridge for an underpass or an underpass for a bridge. If you cannot find any low clearance bridges, look for places that have signs a heavy vehicle driver should see. Examples of such signs are "No Commercial Vehicles After 11:00 p.m." or "Bridge with 10 Ton Limit in 5 Miles".

13. Simulated downgrade (before actual downgrade). A flat section of road about a quarter of mile long, with little or no traffic. A road with several lanes may be used if a slow vehicle will not interfere with traffic. The driver is to be asked to go through the motions and explain his/her driving actions down a steep grade.

PRE-TRIP INSPECTION STANDARDS

PURPOSE	The driver must check the following items during the pre-trip inspection to demonstrate that he/she understands what to check and can identify hazardous conditions or equipment malfunctions.
EXTERIOR LIGHT IDENTIFICATION	[ ] high beam headlights [ ] low beam headlights [ ] turn signals [ ] brakelights [ ] emergency flashers [ ] clearance lights
HORNS	[ ] check that horn works
SPLASH GUARDS	[ ] If required, checks that guards are present, firmly attached and are not damaged.
FLUID LEVELS	[ ] Identifies method of checking fluid levels. This may include radiator, motor oil, transmission fluid and power steering fluid. NOTE: Actual opening of fluid reservoirs or pulling of dip sticks is not required if the applicant properly describes method of checking.
BELTS AND HOSES	[ ] Identifies and checks condition of belts/hoses and connections. May include generator, air compressor or fan belts and power steering, water, radiator or smog pump hoses.
FLUID LEAKS	[ ] Checks for and points out obvious fluid leaks.
TIRES, WHEELS, LUGS AND RIMS	[ ] Checks tires for excessive tread wear, bumps, cuts, etc. [ ] Checks wheels and rims for cracks or other damage. [ ] Checks that all lugs are present and tight. Looks for rust around lugs.

PRE-TRIP INSPECTION STANDARDS (CONTINUED)

SPRINGS AND SHOCK ABSORBERS	[ ] Checks springs for missing or broken leaves. [ ] Checks for loose, broken or leaking shocks
BRAKES, DRUMS AND LININGS	[ ] Checks condition of brakes including linings and drums for excessive wear or damage. [ ] Checks push rods and slack adjusters for proper adjustment.
AXLE SEALS	[ ] Checks for cracks or leakage.
DOORS AND MIRRORS	[ ] Checks that passenger and cargo doors are secure. [ ] Checks mirrors for proper mounting, adjustment, damage and visibility.
EMERGENCY REFLECTORS	[ ] Identifies location of three required reflectors and assures that they are in serviceable condition.
FUEL TANKS	[ ] Checks that tanks are not damaged and are secure, that caps are tight and that there is no leakage.
AIR/ELECTRICAL LINES AND CONNECTORS	[ ] Checks air/electrical lines for damage or leaks and assures that they are in good condition. [ ] Checks that connectors are in good condition and firmly attached.
FIFTH-WHEEL ASSEMBLY	[ ] Identifies the following parts: King pin, locking pin, safety latch and release handle. [ ] Checks that fifth-wheel assembly does not have broken or damaged parts, that assembly is firmly attached to tractor and that trailer is firmly attached to fifth wheel.

PRE-TRIP INSPECTION STANDARDS (CONTINUED)

LANDING GEAR	[ ] Checks that gear is fully raised and that handle is secured or fully raised. [ ] Checks that landing gears have no missing or damaged parts.
STARTING SEQUENCE	[ ] Starts vehicle by depressing clutch and/or checks for neutral, turns on ignition, activates starter and releases starter.
BRAKE SYSTEMS	Checks for the following: [ ] Air compressor cuts in at 85 P,S.I./min. [ ] Air compressor cuts out at 130 P.S.I./max. (Normal acceptable cut out range from 110 to 120 P.S.I.) [ ] Static pressure loss no greater than 2 P.S.I. per minute for a single vehicle or 3 P.S.I per minute for combination. [ ] Applied pressure loss no greater than 3 P.S.I. per minute for a single or 4 P.S.I. per minute for a combination. [ ] Low pressure warning devices (light/alarm) activate between 55 and 75 P.S.I. [ ] Emergency/parking system operates properly.
GAUGES	Identifies and explains the following gauges/readings: [ ] oil pressure [ ] fuel [ ] temperature [ ] ammeter or voltmeter [ ] vacuum (if applicable) [ ] tachometer
HEATER/DEFROSTER	[ ] Identifies and can operate.
WINDSHIELD, WIPERS AND WINDOWS	[ ] Checks that windows are free of any condition which obstructs view. [ ] Checks that wipers function properly.
PANEL LIGHTS	[ ] Identifies indicator lights on instrument panel.

PRE-TRIP INSPECTION STANDARDS (CONTINUED)

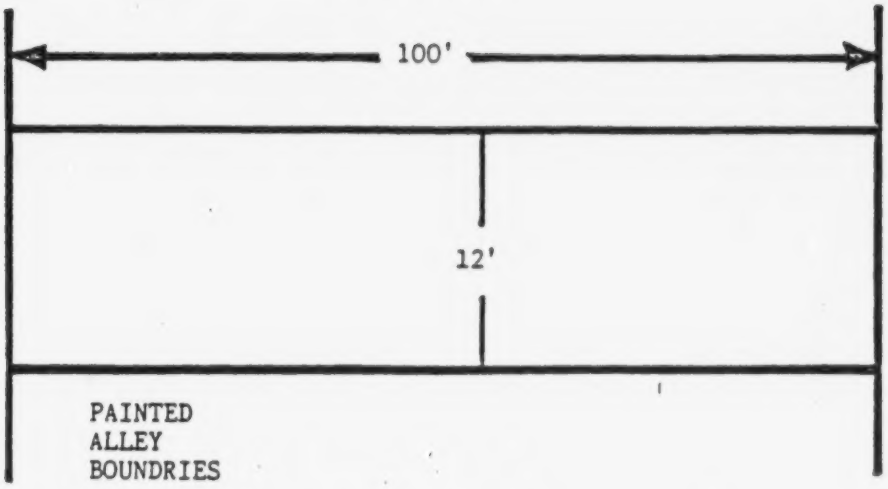
ADDITIONAL ITEMS	The following additional items must be included for bus operators.
FIRE EXTINGUISHER	Checks for the following: [ ] secured in holder [ ] inspection plate, classification 4 B.C. min. [ ] pressure gauge functional (charged) [ ] wire/plastic seal unbroken [ ] pin secured (if applicable) [ ] inspection tag dated within 12 months [ ] location sign (if not visible)
PASSENGER ENTRY DOORS	[ ] Checks doors to assure they are free of damage and functioning properly.
EMERGENCY EXITS	[ ] Checks that emergency exit signs and lights are properly displayed. [ ] Can indicate location/function of emergency exit door(s)/ window(s) and warning light/alarm.
SEATS/ GENERAL INTERIOR	[ ] Checks seats and condition of vehicle interior. [ ] Checks interior lights

SKILL TEST STANDARDS

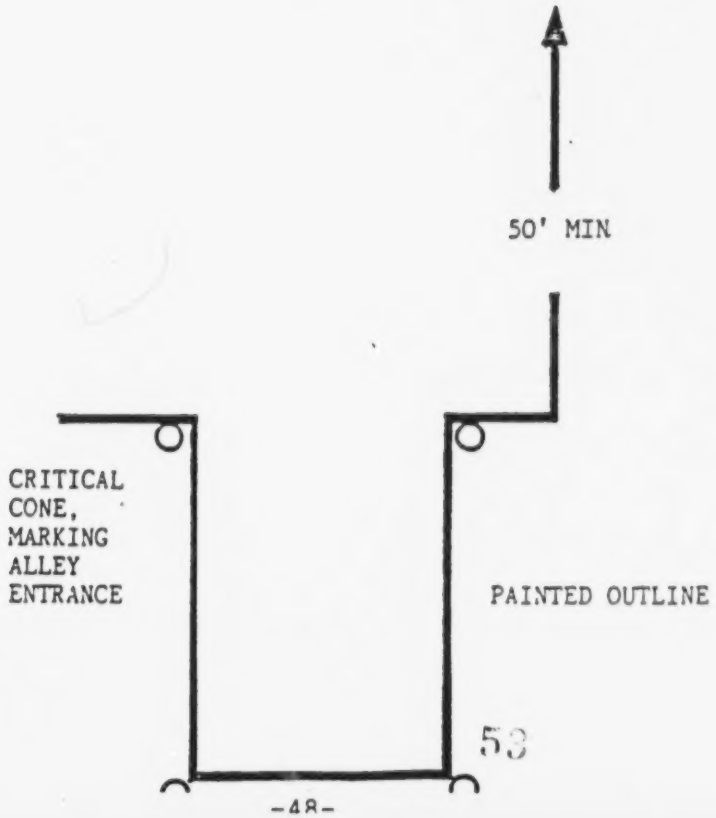
PURPOSE	The driver must successfully complete four of the following skill tests. The four tests should consist of the forward stop, straight line backing, alley dock and measured right turn, unless there is a reason (space, traffic, etc.), in which case parallel parking or backward serpentine may be substituted.
FORWARD STOP	Drive forward and stop within one foot of a designated mark.
STRAIGHT LINE BACKING	Back straight with no corrections.
ALLEY DOCK	Perform alley dock without touching markers or curbs.
MEASURED RIGHT TURN	Drive forward and make a right turn around a cone or marker.
PARALLEL PARKING (TRAILER ONLY)	Perform parallel parking maneuver without touching stanchion or curb.
BACKWARD SERPERTINE	Back around three markers in a serpentine manner without striking markers/curbs or jackknifing trailer. One correction (pullup) is allowed. Driver may exit vehicle to check position.

1 FORWARD STOP

2 STRAIGHT LINE BACK



3 ALLEY DOCK



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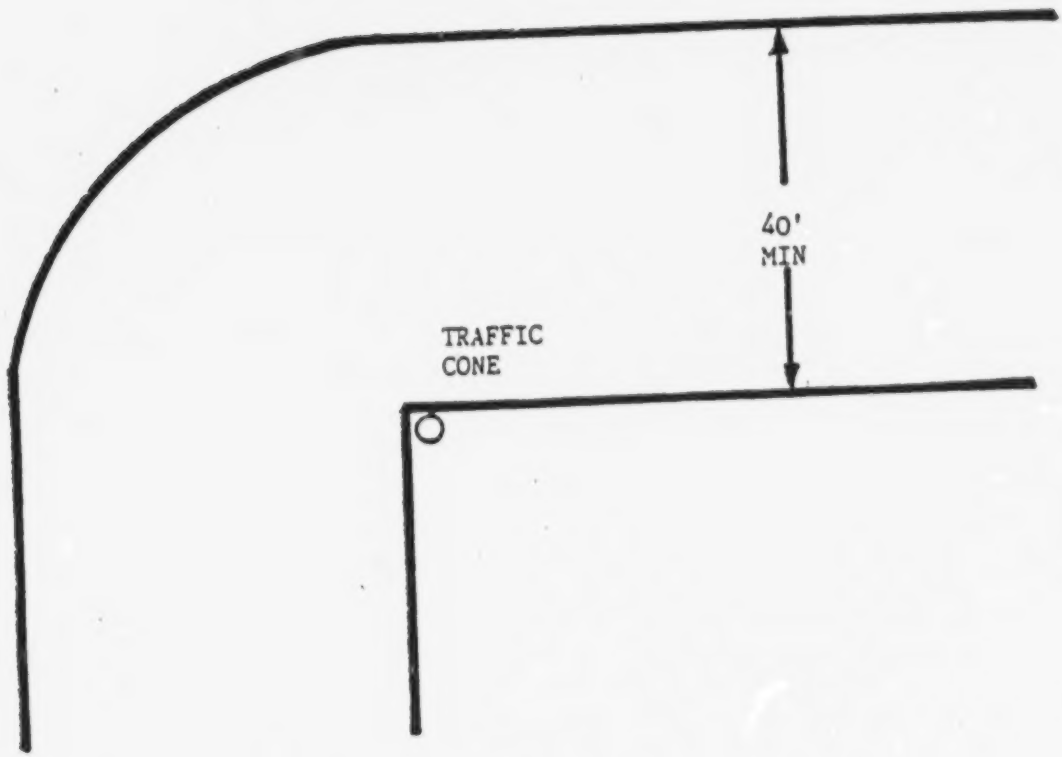
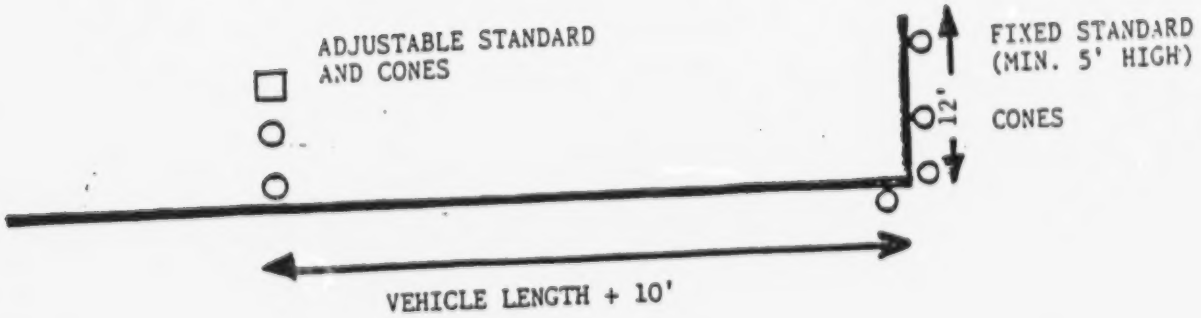
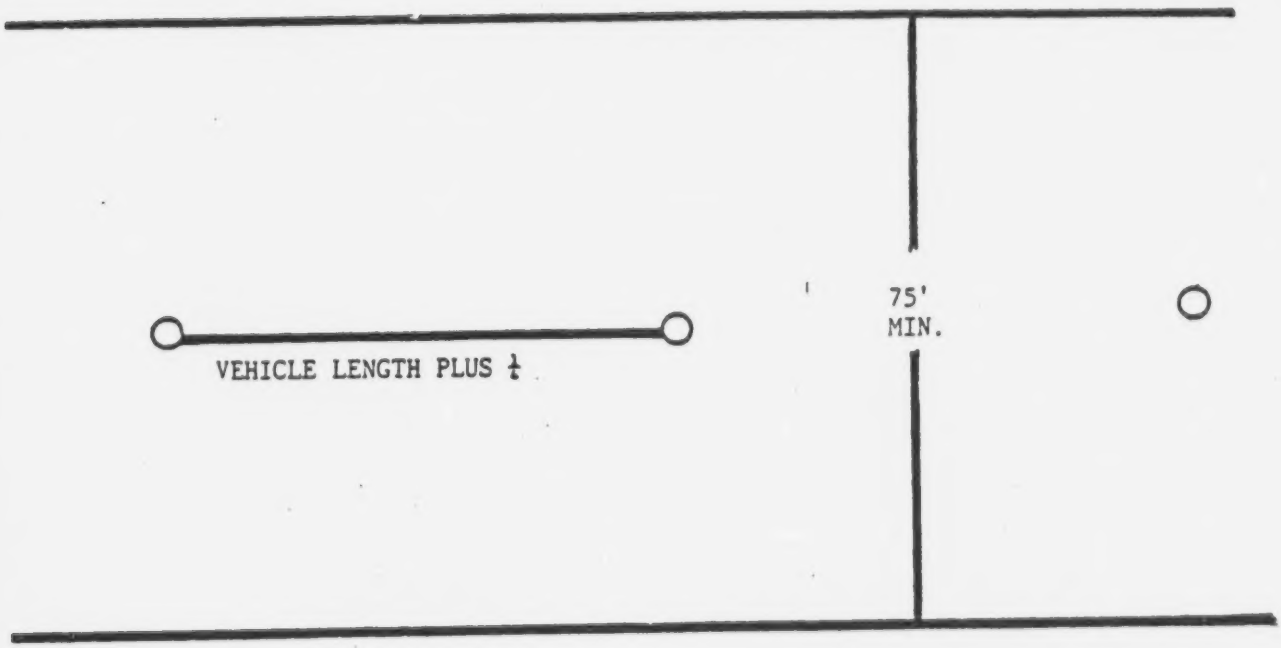
4 MEASURED RIGHT TURN



5 PARALLEL PARK



6 BACKWARD SERPENTINE



ROAD TEST STANDARDS

PURPOSE

The driver must successfully complete the following elements of the road test.

EQUIPMENT

The driver must demonstrate the usage of the following equipment:

[ ] Gears. Starts engine and shifts gears smoothly and in proper sequence. Does not shift gears while crossing railroad tracks.

[ ] Clutch. Uses clutch to coordinate smooth transition of gears.

[ ] Signaling. Signals when starting from curb. Begins signaling correctly approximately 100 feet before making turn. Begins signaling correctly before beginning lane change. Discontinues signaling after turn or lane change.

[ ] Auxiliary Equipment. Turns on headlamps before starting when necessary due to lighting conditions. Uses high beams only when necessary to improve visibility and without adversely affecting other drivers. Uses windshield wipers as necessary to maintain good visibility. Uses defroster when needed to prevent interior windows from fogging.

[ ] Accelerator. Accelerates smoothly and only at a rate appropriate for current conditions.

[ ] Brake. Applies brakes smoothly. Slows and stops vehicle safely. Before starting, releases parking brake completely.

[ ] Steering Position. Steers with both hands, evenly spaced, firmly gripping steering wheel (except when shifting or signaling).

[ ] Seat Belt Use. Fastens seat belt securely before moving vehicle, as required by law.

BASIC DRIVING SKILLS

The driver must successfully demonstrate the following basic skills.

[ ] Intersections/Railroad Crossings. Checks for cross traffic as needed before entering blind or uncontrolled intersection.

[ ] Changing Lanes. Checks proper mirror(s) before changing lanes.

[ ] Entering/Exiting Freeway. Enters/exits freeway smoothly and safely.

[ ] Pulling from Curb. Checks mirror(s) before pulling out.

[ ] Grade Control. When stopping on grade, maintains control of vehicle without roll back.

[ ] Setting Wheels and Controls. Parks against curb on grade. Sets proper gear and parking brake. Blocks wheel against curb to prevent roll back.

[ ] Driving on Upgrade/Downgrade. Maintains proper control of vehicle when driving upgrade/downgrade.

[ ] Obedience to Sign or Signal. Anticipates changes in and obeys any signal controlled device or traffic sign.

[ ] Position after Stopping. Stops within five feet before stop limit line or behind vehicle ahead.

[ ] Makes Full Stops. Makes complete stops when stops required by law.

[ ] Right and Left Turns.
- [ ] Makes turns without swinging unnecessarily wide.
- [ ] Makes turns without cutting them short.
- [ ] Begins turns in proper lane.
- [ ] Completes turns in proper lane.

[ ] Yields Right of Way. Checks, anticipates and determines right-of-way priority. Proceeds and yields without disrupting or confusing traffic.

[ ] Pedestrians. Obeys pedestrian signs and zones. Yields whenever necessary for pedestrian safety.

ROAD TEST STANDARDS (CONTINUED)

[ ] Emergency Vehicles. Pulls to right and stops safely upon awareness of siren and flashing lights of emergency vehicle.

[ ] Accepting Right-of-Way. Safely accepts technical right-of-way.

[ ] Speed Limit. Drives within speed limit.

[ ] Needless Stops. Does not drive slower than it is safe to drive, considering weather, traffic and road conditions.

[ ] Basic Speed Law. Does not drive faster than it is safe to drive, considering weather, traffic and road conditions.

[ ] Turns/Curves. Slows far enough in advance and makes turn at a speed which allows driver to maintain safe control of vehicle.

[ ] Approaching Corners. Slows to 15 mph upon approach to blind intersection.

[ ] Entering/Exiting Freeway. Enters/exits freeway at a safe speed.

[ ] Following Distance. Consistently follows at a safe speed and following distance.

[ ] Steering Smoothness. Turns steering wheel smoothly and with full control. Complete movement of wheel unencumbered. Turns only by the amount necessary.

[ ] Position in Lane. Drives completely in lane.

[ ] Choice of Lane. Drives in appropriate lane.

[ ] Dangerous Maneuver. Alert for, and responsive to, hazards.

[ ] Striking Object. Does not strike any object unnecessarily.

[ ] Control. Maintains awareness of driving environment and reacts accordingly.

[ ] Driving Hazards. Scans 'the big picture', as evidenced by eye and/or head movements.

WEST HILLS COLLEGE
COOPERATIVE TRAINING NETWORK/
TRUCK DRIVING PROJECT
STUDENT INQUIRY/RESPONSE FORM

Name: _____ Telephone: _____

Address: _____

ll recipient: _____ Date: _____ Time: _____

How did you hear about West Hills' truck driving program?

Are you currently attending school?

If so, what are you studying?

Do you hope to drive a truck as a full-time career?

Do you currently hold, or have you previously held a Class A license?

Remarks:

Staff response: ❒ Information Packet ❒ Registration Information
❒ Return telephone call

_____ _____
Signature Date

Follow-up: ❒ Telephone ❒ Letter Date: _____

Results: _____

_____

_____

_____

_____ _____
Signature Date

WEST HILLS COLLEGE
A State of California Community College

COOPERATIVE TRAINING NETWORK/TRUCK DRIVING PROGRAM

APPLICATION

SECTION I: IDENTIFICATION

. Name: Sex: ☐ Male ☐ Female

. Age:

☐ 18 and under ☐ 19 - 24 ☐ 25 - 30

☐ 31 - 35 ☐ 36 - 40 ☐ 40 and over

. Home Address: Telephone Number:

. Name of Emergency Contact:

. Address: Telephone Number:

SECTION II: EDUCATION

SCHOOLS ATTENDED. Complete columns (b) thru (e) for schools attended. For "other" type of school show elementary or junior high school, if currently attending one, or graduate or other school.					
a. TYPE OF SCHOOL	b. NAME OF SCHOOL	c. LOCATION (City and State or Country)	d. DATES ATTENDED		e. DEGREE, DIPLOMA, LIC./CERTIFICATE RECEIVED
			From	To	
General High School					
Technical or Vocation High School					
Other Tech. or Vocational School					
College					
Other					

. Are you currently enrolled in school full-time: ☐ yes ☐ no

. Are you scheduled to return next semester: ☐ yes ☐ no

. Have you received a GED? ☐ yes ☐ no

. What was the highest grade you completed?

SECTION III: FAMILY DATA

10. Family Status: Place an "X" in the appropriate box(es).

☐ Single Parent ☐ Parent In Two-parent Family

☐ Other Family Member ☐ Non-dependent Individual

☐ No. of Dependents (Other than self) _____

11. Are you eligible for, or do you now receive any financial aid?

SECTION IV: ETHNICITY/OTHER CHARACTERISTICS

12. Race/Ethnic Group

☐ Asian/Pacific Islander ☐ Black ☐ Mexican American

☐ Native America ☐ White ☐ Other (Specify)_____

12. Do you have a handicap constituting significant barriers to employment?

☐ yes ☐ no Specify:

SECTION V: WORK HISTORY

13. Have you been employed at any time in the last six months?

☐ yes ☐ no If "no", list last date worked and title:

14. Describe all jobs held in the last 26 weeks, starting with the most recent position. Include military jobs and volunteer work.

a) START DATE	b) END DATE	c) JOB TITLE	d) DESCRIPTION OF DUTIES

e) NAME OF EMPLOYER	f) ADDRESS, (No., Street, City, State, ZIP Code)

STATUS ("X" one) ☐ Full-time ☐ Part-time	g) HRLY. WAGE	i) HRS./WEEKS	j) REASON FOR LEAVING

a) START DATE	b) END DATE	c) JOB TITLE	d) DESCRIPTION OF DUTIES

e) NAME OF EMPLOYER	f) ADDRESS (No., Street, City, State, ZIP Code)

STATUS ("X" one) ☐ Full-time ☐ Part-time	g) HRLY. WAGE	i) HRS./WEEKS	j) REASON FOR LEAVING

BEST COPY AVAILABLE

a) START DATE	b) END DATE	c) JOB TITLE	d) DESCRIPTION OF DUTIES

e) NAME OF EMPLOYER	f) ADDRESS (No., Street, City, State, ZIP Code)

STATUS ("X" one) ☐ Full-time ☐ Part-time	g) HRLY. WAGE	i) HRS./WEEKS	j) REASON FOR LEAVING

15. Are you working part-time but seeking full-time work?

☐ yes ☐ no

16. If you have been unemployed, please check time period:

☐ 10 of the last 12 weeks? ☐ 15 of the last 20 weeks?

17. Are you receiving unemployment compensation?

☐ yes ☐ no ☐ Ineligible

18. Have you received a layoff notice in the last six months?

☐ yes ☐ no

WEST HILLS COLLEGE

COOPERATIVE TRAINING NETWORK/TRUCK DRIVING PROGRAM

TESTS OF ADULT BASIC EDUCATION

Students enrolled in the West Hills College Truck Driving Program are required to complete the Tests of Adult Basic Education (TABE) by CTB/McGraw-Hill early in the semester.

The Tests of Adult Basic Education, Forms 5 and 6 (TABE 5 and 6) are norm-referenced tests designed to measure achievement in reading, mathematics, language, and spelling -- the subjects areas commonly found in adult basic education curricula. TABE focuses on basic skills that are required to function in society. Because the tests combine the most useful characteristics of norm-referenced and criterion-referenced tests, they provide information about the relative ranking of examinees against a norm group as well as specific information about the instructional needs of examinees. The tests enable teachers and administrators to diagnose, evaluate, and successfully place examinees in adult education programs.

The TABE test items reflect language and content that are appropriate for adults and measure the understanding and application of conventions and principles; they are not intended to measure specific knowledge or recall of facts.

The TABE Test reveals the level at which each student is functioning. Students are preferred to have at least a seventh grade comprehension to continue in the truck driving program.

Mother' Madien Name_____ Date_____

WEST HILLS COLLEGE
A State of California Community College

COOPERATIVE TRAINING NETWORK/TRUCK DRIVING PROGRAM

DIVERSITY TORLERANCE SURVEY

Directions: Print your mother's maiden name and the date on the top line of this page. This information is necessary so that we can compare test answers.

Put a check by those items that you believe are true. There are no right or wrong answers.

_____ 1. Color is unimportant in relations with people.

_____ 2. All Hispanics are alike in their attitudes and behavior.

_____ 3. Women who want men's jobs are not real women.

_____ 4. Whites are always trying to use minorities.

_____ 5. Minorities and whites share many of the same ups and downs in life.

_____ 6. Handicapped people want to be responsible in society.

_____ 7. Blacks are angry.

_____ 8. Men cannot fully understand what it means to be a woman.

_____ 9. Talking and working together are possible strategies to work out problems among all people.

_____ 10. Minorities will always welcome and appreciate being part of white social groups.

_____ 11. Handicapped people are oversensitive.

_____ 12. Men have all the power.

_____ 13. Interdependence is needed between all people.

_____ 14. All women are deceptive.

_____ 15. People in America who speak other languages in addition to English do so because they feel comfortable speaking in their native tongue.

_____ 16. White people are better than all other races of people.

_____ 17. Women are capable managers and supervisors.

_____ 18. Race is not important in human relations.

_____ 19. Minorities are human--with individual feelings, aspirations, and attitudes.

_____ 20. There is a real difference between male and female, but not the basis on which to determine behavior.

_____ 21. All blacks will let you down in the "crunch".

_____ 22. Whites are human being and , whether they should or not, have their own hang-ups.

_____ 23. Talking about disabilities may embarrass handicapped people.

_____ 24. Men and women are more alike in their attitudes and behavior than they are different.

_____ 25. Whites are united in their attitude toward minorities.

_____ 26. Minorities have a heritage of which they are proud.

_____ 27. I may be part of the racial problem.

_____ 28. The only way to succeed in America is to "act white".

_____ 29. Women must be controlled.

_____ 30. Men are not really trying to understand the situation of women.

_____ 31. Most minorities can handle whites' authentic behavior and feelings.

_____ 32. Liberal whites are not racists.

_____ 33. Openness between people is healthy.

_____ 34. Silence is a sign of hostility.

_____ 35. People count as individuals.

VEHICLE INSPECTION REPORT

AS REQUIRED BY THE D.O.T. FEDERAL MOTOR CARRIER SAFETY REGULATION

:RIER: **WEST HILLS COLLEGE**

)RESS: **300 Cherry Lane, Coalinga, CA 93210**

E: _____ TIME: _____ A.M. _____ P.M.

Check any defective item and give details under "Remarks".

.CTOR NO. _____ SPEEDOMETER READING: _____

- Air Compressor
- Air Lines
- Battery
- Body
- Brake Accessories
- Brakes
- Carburetor
- Clutch
- Defroster
- Drive Line
- Engine
- Fifth Wheel
- Front Axle
- Fuel Tanks
- Generator
- Heater
- Horn
- Lights
  - Head - Stop
  - Tail - Dash
  - Turn Indicators
- Mirrors
- Muffler
- Oil Pressure
- Radiator
- Rear End
- Reflectors
- Safety Equipment
  - Fire Extinguisher
  - Flags-Flares-Fuses
  - Spare Bulbs & Fuses
  - Spare Seal Beam
- Springs
- Starter
- Steering
- Tachograph
- Tires
- Tire Chains
- Transmission
- Wheels
- Windows
- Windshield Wipers
- Other

.ILER(S) NO.(S). _____

- Brake Connections
- Brakes
- Coupling Chains
- Coupling (King) Pin
- Doors
- Hitch
- Landing Gear
- Lights - All
- Roof
- Springs
- Tarpaulin
- Tires
- Wheels
- Other

arks: _____

_____

_____

_____

☐ CONDITION OF THE ABOVE VEHICLE IS SATISFACTORY

er's Signature: _____

☐ ABOVE DEFECTS CORRECTED

☐ ABOVE DEFECTS NEED NOT BE CORRECTED FOR SAFE OPERATION OF VEHICLE

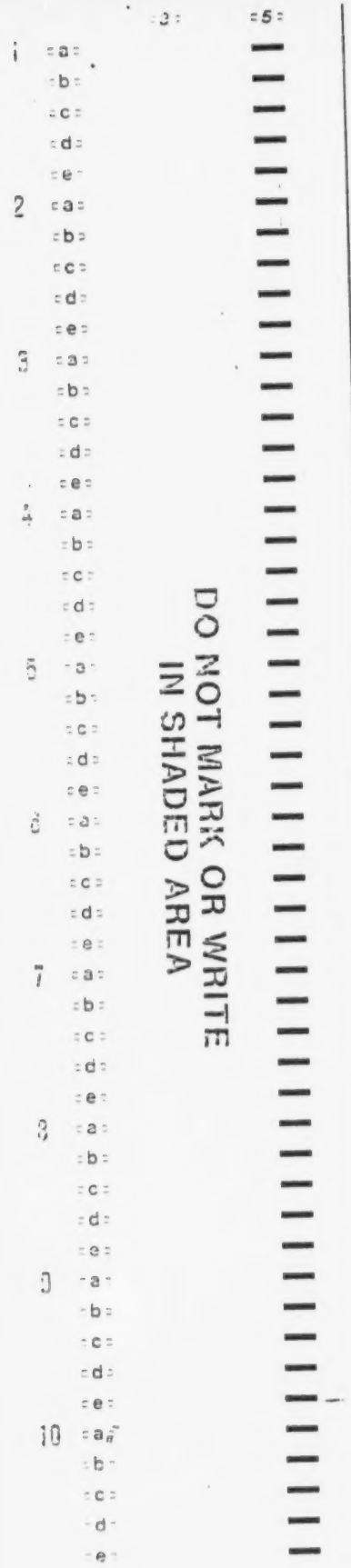
hanic's Signature: _____ DATE: _____

er's Signature: _____ DATE: _____

uctor's Signature: _____ DATE: _____

E COPY - ORIGINAL; YELLOW COPY- VEHICLE; PINK COPY - MAINTENANCE

WHC #472



Instructor_____Course_____

1. Does the course syllabus explain learning objectives, grading procedures, etc. adequately?
   a) Yes b) No

2. Does the textbook relate to the course?
   a) No b) Rarely c) Sometimes d) Yes e) Does Not Apply

3. Does the material presented in class relate to the class?
   a) Yes b) Usually c) Sometimes d) Rarely e) No

4. Does the instructor meet the class on time?
   a) Yes b) Usually c) Sometimes d) Rarely e) No

5. Does the instructor hold class for the full period?
   a) Yes b) Usually c) Sometimes d) Rarely e) No

6. Is the instructor enthusiastic about his/her subject?
   a) No b) Rarely c) Sometimes d) Usually e) Yes

7. Does the instructor present ideas and theories clearly?
   a) No b) Rarely c) Sometimes d) Usually e) Yes

8. Does the instructor make good use of examples and illustrations?
   a) Yes b) Usually c) Sometimes d) Rarely e) No

9. Are class presentations well planned and organized?
   a) No b) Rarely c) Sometimes d) Usually e) Yes

10. Are assignments appropriate to the course?
    a) Yes b) Usually c) Sometimes d) Rarely e) No

SCANTRON® FORM NO. 20-S-WS

DO NOT MARK OR WRITE IN SHADED AREA

11. Are the exams a fair test of the class lectures and assigned materials?
a) Yes b) Usually c) Sometimes d) Rarely e) No

12. Are tests and assignments returned to students within a reasonable amount of time?
a) No b) Rarely c) Sometimes d) Usually e) Yes

13. Does the instructor encourage discussion?
a) No b) Rarely c) Sometimes d) Usually e) Yes

14. Does the instructor accept expressions of opinions differing from his/her own?
a) Yes b) Usually c) Sometimes d) Rarely e) No

15. Is the instructor available for individual assistance?
a) No b) Rarely c) Sometimes d) Usually e) Yes

16. Would you take a class from this instructor again?
a) Yes b) Usually c) Sometimes d) Rarely e) No

17. Write what you like about this course.

18. Write what could be improved about this course.

WEST HILLS COLLEGE
A State of California Community College

COOPERATIVE TRAINING NETWORK

TRUCK DRIVING PROGRAM EVALUATION

---

1. What was your main reason for enrolling in the Truck Driving Program?

2. What did you expect to learn from the Truck Driving Program?

3. Did you receive training in the areas in which you found useful?

   ____ Yes

   ____ No Explain:

4. In your opinion, what was the best thing about the Truck Driving Program?

5. Do you think your participation in the Truck Driving Program has improved your chances of finding a job(s)?

6. Because of the Truck Driving Program, do you think you have a better chance of keeping a job?

7. Would you recommend this program to others?

   ____ Yes

   ____ No Explain:

8. All things considered, how would you rate the Program?

___ Excellent ___ Good ___ Fair ___ Poor

9. How would you improve the Program?

10. Would you like to participate in other vocational educational classes at West Hills College? Please specify.

WEST HILLS COLLEGE
A State of California Community College

COOPERATIVE TRAINING NETWORK/TRUCK DRIVING PROGRAM

PROGRAM EVALUATION FORM

Evaluator's Name _____ Date _____

Organization _____

INSTRUCTORS:

1. Do instructors have enough working knowledge of the trucking industry to be effective?

2. Do instructors spend enough time in one-on-one training with students?

   a. If so, is it effective?

   b. If not, how can instructors improve this training time?

3. Are instructors innovative enough to constantly challenge the student's skills or alter an exercise to fit an individual student's level?

4. Are instructors strict enough to insure proper equipment handling and avoid abuse?

   a. If not, how can they develop better equipment handling skills in students?

5. Comments:

DRIVING COURSE:

1. Does the Precision Driving Maneuvers' Course provide an adequate skill level to function in industry?

   a. If not, how should the course be improved?

2. Does the Road Test Route encompass the variety of circumstances needed to expose students to the everyday operations and situations which an average driver would encounter?

   a. If not, what important experiences are missing from the Route?

3. Due to the remoteness of our area, we are unable to extensively expose our students to heavy traffic and electrical traffic controls. How should we compensate for this?

4. Comments:

OVERALL PERSPECTIVE:

1. Is the program tough enough to insure a qualified entry-level driver?

   a. If not, what is lacking from the curriculum?

2. Does the program have an adequate student/instructor ratio?

   a. If not, what ratio would you recommend?

3. Can students learn what is needed in industry on the equipment we have available ?

   a. In your opinion, what equipment should be added to our training program?

4. What other role should industry play in the driver training process?

5. What employment/skill equivalency should students receive who successfully complete our program?

6. Comments:

WEST HILLS COLLEGE
A State of California Community College

COOPERATIVE TRAINING NETWORK

TRUCK DRIVING PROGRAM JOB SURVEY

Submitted by: _____

Company Name: _____
Address: _____
_____
Telephone: _____

1. What entry level driving positions are available in your company?

2. How many of the above positions would be replacement positions?

3. What type of driving jobs are these for?

   Statewide _____ Local _____ Dock or Yard ____

   Second Seat ____ Other _____

4. How much experience is necessary for an entry level position at your company?

   None ____ 6 mos ____ 1 year ____

   2 yrs ___ more ____ other ____

   Comments:

5. What are the educational requirements for these entry level positions?

   High school graduate _____ 2 yr degree ____

   4 yr degree _____ Vocational Education ____

   Other ____

6. What specialized credentials or certificates (if any) are needed?

7. What requirements are needed for advancement?

8. What is the starting salary?

Drivers _____ Mechanics _____ Other _____

9. What fringe benefits does your company offer?

Medical Insurance _____ Disability ____
Dental Insurance _____ Retirement ____
Vision Care _____ Profit
Life Insurance _____ Sharing ____
Other _____

10. What different types of equipment do you use?

Bobtail ____ Light semi ____ Heavy semi _____ Vans _____.

Doubles ____ Tanks _____ Flats _____ Other _____

11. What type(s) of commodity to you haul?

12. Of the following skills needed for any entry level position, how do the following tasks rate with your company. Please rate them as follow

1 = required 2 = preferred 3 = not necessary

- good spelling _____
- ability to understand and follow written instructions _____
- Basic math skills _____
- Work with little or no supervision _____
- supervisory skills _____
- knowledge of safety measures _____
- first aid skills _____
- writing ability ____
- ability to understand the basic State and Federal regulations pertaining to the trucking industry _____
- dependability _____
- good human relation skills _____
- abilty to understand applicable CDMV regulations _____

13. Mechanical skills (rate them the same as above)

LEVEL I
- replace lights _____
- grease chassis _____
- adjust brakes _____
- fix broken wires, loose bolts, etc. _____

LEVEL II
- perform full lube service including oil & all filters _____
- service air brake systems _____
- replace auxiliary components such as Alternators, batteries, starters _____

14. Number of trucks you have in your company?

15. Number of employees? Drivers ____ Mechanics ____ Others ___

16. Number of positions that you currently have openings in?

Drivers _____ Mechanics _____ Mechanics helper _____

Other _____

Please return in enclosed envelope or send to:

West Hills Community College
300 Cherry Lane
Coalinga, CA 93210
Attention: Cooperative Training Network

WEST HILLS COLLEGE
A State of California Community College

COOPERATIVE TRAINING NETWORK/TRUCK DRIVING PROGRAM

JOB PLACEMENT ASSISTANCE FORM

NAME: _____

ADDRESS: _____

_____

PHONE #: _____

_____

1. What type of job in the trucking industry are you interested in?

2. Would you be willing to relocate?

3. When would you be able to start?

WEST HILLS COLLEGE
A State of California Community College

COOPERATIVE TRAINING NETWORK/TRUCK DRIVING PROGRAM

STUDENT JOB REFERRAL FORM

Name: _____

Address: _____

_____

Phone #: _____

Program Completion Date: _____

Date Licensed: _____

JOB REFERRALS

1. Date: _____

   Company Name: _____

   Contact: _____

   Phone #: _____ Interview Date: _____

   Address: _____

   _____

   Results: _____

   _____

2. Date: _____

   Company Name: _____

   Contact: _____

   Phone #: _____ Interview Date: _____

   Address: _____

   _____

   Results: _____

   _____

STUDENT JOB REFERRAL FORM
Page 2

JOB REFERRALS

3. Date: _____

Company Name: _____

Contact: _____

Phone #: _____ Interview Date: _____

Address: _____

_____

Results: _____

_____

4. Date: _____

Company Name: _____

Contact: _____

Phone #: _____ Interview Date: _____

Address: _____

_____

Results: _____

_____

5. Date: _____

Company Name: _____

Contact: _____

Phone #: _____ Interview Date: _____

Address: _____

_____

Results: _____

_____

WEST HILLS COLLEGE
A State of California Community College

COOPERATIVE TRAINING NETWORK/TRUCK DRIVING PROGRAM

JOB PLACEMENT FORM

Date: _____

Name: _____

Address: _____

_____

Phone #: _____ Program Completion Date: _____

Date Licensed: _____

1. Was the student placed in a truck driving position at Truck Driving Program completion or exit?

   Yes ____ No ____

   a. If yes:

   Company: _____

   Address: _____

   _____

   Supervisor's Name & Title: _____

   Position: _____

   Number of hours per week: _____

   Wage: _____

   Benefits included:

   Medical Insurance ____ Dental Insurance ____

   Life Insurance ____ Disability ____

   Vision Care ____ Profit Sharing ____

   Retirement ____ Other ____

   None ____

b. If no, is the student seeking employment?

Yes ____ No ____

2. Will the student be enrolled for further education/training within 30 days of the Truck Driving Program completion or exit?

Yes ____ No ____

3. Remarks:

WEST HILLS COLLEGE
A State of California Community College

COOPERATIVE TRAINING NETWORK/TRUCK DRIVING PROGRAM

FOLLOW-UP SURVEY

☐ 30-Day Follow-up ☐ 60-Day Follow-up ☐ 90-Day Follow-up

.ME: _____

)DRESS: _____

_____

.one #: _____

.te Individual Completed or Exited Program: _____

.te this survey completed: _____

Are you currently employed?

☐ Yes (Continue Survey) ☐ No

If no, have you been employed at any time since completion of or exit from the CTN Truck Driving Program?

☐ Yes ☐ No

Who do you work for?

Is this the same or a different employer from your first job after completing the CTN Truck Driving Program?

☐ Same ☐ Different

If different, current employer's name, address and telephone number:

_____

_____

_____

Have you been continuously employed since completion of or exit from the CTN Truck Driving Program?

☐ Yes ☐ No

. Please describe your current job.

_____

_____

_____

. Is your current job:

☐ Same as when originally hired?

☐ A promotion from original job?

☐ A demotion from original job?

☐ Different job, neither a promotion nor a demotion?

. What is your current gross hourly wage?

. Are you being paid more, less, or the same as the first job you obtained after you completed or exited from the CTN Truck Driving Program?

☐ More ☐ Less ☐ The Same

. How may hours do you work per week?

10. Do you receive medical benefits from your employer?

☐ Yes ☐ No

11. Are there opportunities for you to advance at your place of work?

☐ Many Opportunities ☐ Few Opportunities

☐ No Opportunities

Explain: _____

_____

12. How satisfied are you with the vocational training you received from the CTN Truck Driving Program?

☐ Very Satisfied ☐ Satisfied

☐ Dissatisfied ☐ Very Dissatisfied

. How satisfied are you with the technical instruction you received from the CTN Truck Driving Program?

☐ Very Satisfied ☐ Satisfied

☐ Dissatisfied ☐ Very Dissatisfied

. Would you recommend the CTN Truck Driving Program to others?

☐ Yes ☐ No

Explain: _____

_____

5. Are you currently enrolled in any school, educational, or vocational training program?

☐ Yes ☐ No

Specify: _____

_____

6. How satisfied are you with your present job?

☐ Like it very much ☐ Like it somewhat

☐ Dislike it somewhat ☐ Neither like it or dislike it

☐ Dislike it a lot

Why? _____

_____

7. What changes in the CTN Truck Driving Program do you suggest for the future?

a) Technical Training: _____

_____

b) DMV Test Preparation: _____

_____

c) Job Development: _____

_____

WEST HILLS COLLEGE

A STATE OF CALIFORNIA COMMUNITY COLLEGE

COOPERATIVE TRAINING NETWORK

TRUCKING ON THE MOVE

Vol. I No. 1 October 1989

100% PASS DMV TEST

Since the summer semester at West Hills College crams eighteen weeks of study into a ten week period, it is easy to understand how many students become frustrated and quit their summer classes. Surprisingly, twelve students in the West Hills College Truck Driving Program did not let the pressure defeat them. They successfully completed over 230 hours worth of classroom training and behind-the-wheel driving time during the 1989 summer session at West Hills, and are now legally licensed truck drivers.

The truck driving instructor, Joe Watanabe, stated that he had an extremely talented, bright group of students this summer.

"Learning to drive a truck is no easy task during a regular eighteen week school semester," stated Mr. Watanabe. "These folks sacrificed a lot to meet a demanding weekly class schedule. They put in over 25 hours a week to accomplish their goals. They should feel very proud of themselves."

The summer truck driving class was comprised of students from different walks of life. Many of them were active duty Navy personnel who took the course to add to their skills and increase their job levels. Others were students with a long-term goal of earning a trade or technical degree. Having completed such a demanding course in such a short period of time, they can all be classified as success stories.

PRIVATE INDUSTRY COUNCIL: AN AGENCY WITH HIGH GOALS

The Fresno Private Industry Council (FPIC) is a non-profit government agency whose aim is to help low income clients with job preparation, vocational training, and job placement. They are responsible for administering funds received under the federal Job Training Partnership Act (JTPA), and contract with organizations (service providers) to provide a wide range of training services and job placement assistance to eligible clients.

Specifically, FPIC offers up to 50% training cost reimbursement to businesses who participate in their On-the-Job Training program. The length of the training varies, however the client must be paid entry-level wages and work at least 20 hours per week.

The Youth Tryout employment program allows an employer to provide up to 250 hours of on-the-job skills training to youth who are enrolled

⇨

PRIVATE INDUSTRY COUNCIL(CONT'D.)

in school. FPIC reimburses 100% of the training salary and, upon successful completion of training, the employer hires the youth as a permanent employee.

In the spring of 1989, West Hills' truck driving program received curriculum approval from FPIC. According to Gilbert Gonzales, a project analyst with FPIC, West Hills' program is now eligible to receive student referrals from PIC sponsored service providers. Students will be the big beneficiaries of this affiliation, since they can now receive monetary support for entering the truck diving program, including help with transportation and day care costs. This additional assistance will encourage students to successfully complete the course.

COOPERATIVE TRAINING NETWORK HIRES NEW PROJECT ASSISTANT

This fall, a new person was added to the Cooperative Training Network project staff. Tammy Weatherman joined the project on September 13, 1989, and has been moving at a dead run ever since.

My overall goal in this position is to work with students and staff in the CTN program in a manner that will be of long-term benefit to the trucking industry," says Tammy. She plans to accomplish this goal by meeting several objectives during the course of the project. Since the grant is geared toward helping nontraditional or disadvantaged students, she plans to work with a variety of government employment and training agencies in an effort to involve these agencies with the truck driving program. "Many times people don't know what types of vocational education programs are available to them," Ms. Weatherman states. "By actively involving people from the government agencies, I hope to get the word out."

Once students have enrolled in the program, Ms. Weatherman administers a variety of tests in order to evaluate their skill levels. "If a student has low basic skills, I suggest they enroll in a class to increase their levels." This will not only benefit the student, who is then prepared for the intense study needed to pass the truck driving course, but also the future employer, who will have a better equipped employee.

PROGRAM BACKGROUND

Through a grant from the U. S. Department of Education, Office of Vocational and Adult Education, West Hills College has created a **Cooperative Training Network** featuring its Truck Driving Program. The U. S. Department of Education funded 66% of the program ($162,607).

The program involves six primary partners, consisting of representatives from local government employment and training agencies, private industry, and community college staff.

The West Hills' Truck Driving Program is striving to become one of the first in the nation to be voluntarily certified as having met the trucking industry's qualifications and standards. If you would like more information about the program, please contact Tammy Weatherman at:

West Hills College
300 Cherry Lane
Coalinga, Ca 93210
(209) 935-0801, Ext. 293

CTN PROGRAM PATICIPANTS

CTN Advisory Council Members:

Sandra Leon-Alfaro,
SER/Job for Progress

Tom Bailey,
Triangle Lines, Inc.

Hal Beeler,
Kings County Truck Lines

Charles Ford,
Lundberg & Associates

Gilbert Gonzales,
Fresno Private Industry Council

Charles Guest,
Central Labor Council
Displaced Worker Project

Victor Coelho,
Employment Development Department

Edith Hatton,
Britz Fertilizers, Inc.

V. Paul Herbert,
Kings County Truck Lines

J. D. Johnson,
J & D Trucking

John Lockie
Fresno Metropolitan Regional
Occupational Program/Center

Nancy Silva,
Kings County Job Training Office

Dave Stroh
Condor Freight Lines

Richard Wood,
Commercial Transfer, Inc.

West Hills College Staff:

Pamela Hawkins,
Director, College Development
Larry Brown,
Project Director
Joe Watanabe,
Project Instructor

Tammy Weatherman,
Project Assistant
Mike Schnetzler,
Part-time Instructor
Paula Arnold,
Lab Assistant

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COOPERATIVE TRAINING NETWORK
TRUCKING ON THE MOVE

V I No. 2 November 1989

DRIVER/SERVICE PERSONNEL SHORTAGE

General Comment:

Those of us who daily work within the transportation industry realize that there is a shortage of qualified drivers and service personnel. Only recently has our full attention been brought to focus on the personnel shortage issue. The recent regulation changes in California, and soon to be the rest of the nation, have made the personnel shortage chronic. No longer can transportation companies rely on other transportation companies to do their training. The people are not there in the pipeline. If you and your company are to survive the next decade, you will have to take an active role in helping people enter the industry and insist that they receive the proper education and training to be successful professionals in the industry that is so visible on the nation's highways. Get involved. Call us and find out how you can help. Let's keep America's trucks moving.

L G. Brown, Project Co-Director
Trade, Technical & Industry Chairperson

VO-TECH WEEK CAREER DAY

In recognition of Vo-Tech Week, the Trade, Technical and Industry Division of West Hills College hosted a career day on November 1, 1989 for 75 high school students from Lemoore, Hanford, and Laton on the Coalinga campus. The students were given a tour of the automotive and diesel shop facilities to let them know about the vocational programs available at West Hills College. The students also observed a demonstration of tractor pulling by a vehicle built by West Hills College students. Truck driving proficiencies required to pass the Dept. of Motor Vehicles driving test were demonstrated by a student who had successfully completed the truck driving class. Throughout the day, the students were encouraged to think of West Hills College when they contemplate their plans after graduating from high school.

AMERICAN VOCATIONAL ASSOCIATION'S ANNUAL CONVENTION

Larry Brown, Trade, Technical, and Industry Division Chairperson, will be attending the American Vocational Association's Annual Convention in Orlando, Florida, from December 1-3, 1989. He will be presenting information about West Hills College and the Cooperative Training Network/Truck Driving Program from a booth at the AVA Convention Center on December 2, 1989. The booth will consist of West Hills College Cooperative Training Network/Truck Driving Program organizational materials and brochures.

SWIFT TRANSPORTATION CO. ADDRESSES CTN ADVISORY COUNCIL MEETING

At a Cooperative Training Network/Truck Driving Program council meeting held earlier this year, Sandra Leon-Alfaro, SER/Jobs for Progress, suggested a meeting between industry representatives and employment and training agency counselors to discuss the industry's expectations when employing truck drivers. In answer to this suggestion, Richard Bressman, Swift Transportation Company, was asked to address the November 8, 1989 council meeting held at the Fresno Private Industry Council offices.

The meeting was attended by representatives from SER/Jobs for Progress, the Fresno Private Industry Council, the Hanford Employment Development Department, and the Central Labor Council/Displaced Worker Project.

Swift Transportation Co. has established an on-the-job training program through an arrangement with Rio Salado Community College, Phoenix, Arizona. Richard Bressman stated by 1992 there will be a national shortage of between 300,000 and 500,000 over-the-road long-haul truck drivers. Truck driving schools are presently turning out approximately 75,000 new truck drivers annually. Of these 75,000, 60-70% will want local runs, leaving approximately 25,000 new drivers for over-the-road long hauls. Mr. Bressman suggested the industry wide turnover rate for truck drivers is approximately 150% per year, with 80-85% of the truck drivers having no formal instruction in driver training. Because of their on-the-job training program Swift has a turnover rate of only 80%, which is one of the lowest in the industry, but is still looking at a shortage of 1,400 truck drivers. "Even with truck driving programs offered by schools such as West Hills College, the demand for over-the-road long-haul truck drivers far outweighs the supply, and the need for more trucking industry certified classes will continue to grow in answer to this demand." stated Mr. Bressman.

TRUCK DRIVING PROGRAM TRAINING EXTENDED TO ON-THE-JOB TRAINING

Swift Transportation Co. has agreed to offer positions in their on-the-job training program to West Hills College Truck Driving Program students who successfully obtain a Class A license and are able to pass their pre-screening employment process. Students accepted into Swift's program will earn apprentice pay during six weeks of on-the-job training. For more information about Swift's program write to: Richard Bressman, Driver Recruiter, 781 Delta Way, Stockton, CA 95206, or call 1-(800)-233-9617.

NEW RECRUITER/JOB DEVELOPER JOINS CTN STAFF

June Kennedy has joined the Cooperative Training Network/Truck Driving Project staff as the Recruiter/Job Developer. Mrs. Kennedy comes to the project with many years of experience in working in a college atmosphere. Previously at West Hills College on the Lemoore campus, June was office manager working with students, college faculty and personnel. June worked in attendance accounting, as Secretary, and as Registrar while employed by the Sacramento County Regional Occupational Program. She is a welcome addition to the staff.

"I am happy to be working again for West Hills College and I am excited about the cooperation I have received after contacting area high school counselors and employment and training agencies. They all seem to be so interested in our Truck Driving program. I also am looking forward to helping the students find jobs in the trucking industry as they complete their coursework this semester", said Mrs. Kennedy.

MANDATORY DRUG TESTING LAW SET TO GO INTO EFFECT FOR CLASS A DRIVERS

Effective December 21, 1989 Department of Transportation drug testing regulations are set to go into effect for companies operating in interstate commerce. Interstate drivers of commercial vehicles weighing more than 10 pounds, interstate drivers of vehicles designed to transport more than 15 passengers including the driver, interstate drivers of all trucks requiring placarding for hazardous materials will be required to be drug screened. Drivers already hired will be required to be screened with Department of Transportation physicals. All drivers will need to be drug tested as a pre-employment procedure. The drug screening is to be analyzed by Department of Health and Human Services or National Institute on Drug Abuse (NIDA) certified and approved laboratory. All drivers who test positive are to be immediately disqualified from driving pending company action.

Cooperative Training Network
West Hills College
300 Cherry Lane
Coalinga, CA 93210

Did you know the Truck Driving Program at West Hills College is a part of California's largest diesel mechanics training program?

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TRUCKING ON THE MOVE

No. 3 December 1989

NTA DRIVES A PETERBILT

As the holidays approach, I am reminded of the Christmas when I read of the industry's contribution to Food ership, or see a load of Christmas trees southbound on Having been asked to write an article on how truckers spend the holidays, I can do so only to dedicate it to the kind people I used to run with.

l the long-liners, I hope they lay you over somewhere like San Diego, if you can't get home for Christmas. . I hope you find a good phone to call home on and a stop that will feed you a good turkey dinner, free!

The people driving the mercy runs of donated toys and . please be careful, because Christmas Eve is a cold, snowy night in the Central Valley. If there is a God, He knows you gave up some of your holiday to make it better for people not as lucky.

Looking back not too many years, there were a lot of nights in fog in convoys miles long. Spelling off the front door, we kept each other going until we got home, Fresno, Modesto, Sacramento, wherever. I know it's still like that out there. This time of year we're all family.

Watch out for 4-wheelers. You know as well as anyone that motorists don't have the slightest idea of how to drive around trucks. It's tough, but we're the professionals. It's up to us to make up for their inexperience.

With another semester coming to an end, there will be a few new faces out there soon. This was a good class. All of them are people you wouldn't mind running with, they know what is ahead of them. As a favor to me, break them in right. They've worked hard enough to deserve a chance.

Best wishes and happy holidays to all.

Joe Watanabe,
Truck Driving Program Instructor

AMERICAN VOCATIONAL ASSOCIATION'S ANNUAL CONVENTION

Larry Brown, Trade, Technical and Industry Chairperson, co-hosted a booth with the Department of Education at the American Vocational Association Annual Convention held in Orlando, Florida. The booth presented brochures and pamphlets about West Hills College and the Cooperative Training Network/Truck Driving Program. Mr. Brown also offered information about what steps West Hills College had taken to set up the Cooperative Training Network/Truck Driving Program. The convention consisted of trade shows and work shops directed at over 5,000 vocational instructors and administrative staff from in and out of the United States.

"The most interesting display was of a computer controlled truck driving simulator", stated Mr. Brown. "The simulators are sold as a basic unit of six driving simulators with one computer control unit, each simulator equipped with a seat, gearshift, complete control console, steering wheel, clutch, and ear phones. The computer is programmable for all types of problems and hazardous conditions." The Truck Driving Program staff will be following up this idea by visiting campuses with a truck driving simulator already in place to see how the use of a simulator would be of benefit to West Hills College.

TRUCK DRIVING INDUSTRY SURVEY

During the month of November the Cooperative Training Network, Truck Driving Program, sent out over 600 surveys to the truck driving industry. To date there has been about a 5% response rate. If you have a West Hills College Truck Driving Program survey **please complete and return it.** Your input is essential in identifying shortage areas. If you have not received a survey form and would be interested in completing one, please contact June Kennedy, Truck Driving Program Job Developer/Recruiter, at (209) 935-0801 or 1-800-255-1114, extension 274.

CTN ADVISORY COUNCIL MEETING

Since the month of December is a busy and festive time of the year, only one meeting of the Cooperative Training Network Advisory Council was scheduled. The meeting was held on December 6, 1989 at the offices of Commercial Transfer, Inc. Further discussion was held on adding an on-the-job training program to the West Hills College's Truck Driving Program. If you have an on-the-job training program in operation and would be interested in sharing your experiences and procedures, please contact Tammy Weatherman, Truck Driving Program Assistant, at (209) 935-0801 or 1-800-255-1114, extension 293.

BEST COPY AVAILABLE

W. CLASS STARTS JANUARY 17, 1990

Truck Driving Program at West Hills College starts its new semester on January 17, 1990. Lecture classes will be held from 7:00 p.m. to 9:30 p.m. on Monday and Wednesday nights at the Lemoore campus and truck driving labs will be held for nine hours by arrangement the Coalinga campus. Anyone interested may apply and register in person at any of the West Hills College campuses located in Lemoore, Coalinga, Avenal, and Firebaugh from now until December 20, 1989, from January 3-11, 1990, and January 16-23, 1990. Class size is limited to the first 30 students, so register early.

Financial aid services are available for those who qualify. If you think you may qualify, please contact one of the service providers listed below, or one from your area, before you register for the Truck Driving class.

Karen Johnson,
Director, Financial Aid
West Hills College
(209) 935-0801 or
1-800-255-1114, Ext. 219

Sandra Leon-Alfaro
SER/Jobs for Progress
(209) 237-5555

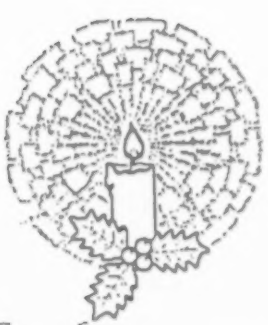
John Lockie
Fresno Metro. Regional
Occupational Project/Center
(209) 264-9767

Charles Guest
Central Labor Council/
Displaced Worker Project
(209) 251-5539

Nancy Silva
Kings County Private Industry
Council, Job Training Office
(209) 582-9213

Victor Coelho
Veterans Employment Rep. (VER)
Employment Development Dept.
(209) 584-9261

Cooperative Training Network
West Hills College
300 Cherry Lane
Coalinga, CA 93210



HAVE A SAFE AND
HAPPY HOLIDAY
FROM
WEST HILLS COLLEGE'S
COOPERATIVE TRAINING NETWORK/TRUCK DRIVING PROGRAM

WEST HILLS COLLEGE
"A State of California Community College"
COOPERATIVE TRAINING NETWORK
TRUCKING ON THE MOVE

No. 4 January 1990

1990's - THE ERA OF SHORTAGES

Larry Brown, Project Co-Director
Trade, Technical & Industry Chairperson

It is a fact that the 1990's will bring an ever increasing shortage of skilled employees. The transportation industry is not the only area in our economy which will experience the " of the 90's. The need for trained automotive and diesel mechanics continues to grow at an alarming rate. Industrial technical education institutions have seen the steady decline of enrollments in vocational/technical programs in the last decade. We have struggled at ways to change this situation, but have experienced only limited success. It appears that fewer of our young people are interested in careers in the industrial and technical fields. The vocational emphasis in our society has changed from trade and technical to professional white collar careers. If we as an industry and union are to prosper, we must help shift the emphasis back to industrial and technical fields as they are necessary to maintain the "quality of life" we are used to. Get the word out that the many opportunities and high demand for skilled technical labor. It is up to you and I to do what we can to encourage people to seriously consider vocational/technical careers or we may find our areas of employment "at-risk". Get involved. Call us, and talk to young people about jobs or careers in our industry and technical fields.

FALL SEMESTER ENDS - NEW DRIVERS AVAILABLE

Seventeen students completing the Fall 1989 Semester Truck Driving Program at West Hills College participated in the Department of Motor Vehicles driving test. Fourteen students successfully obtained Class A licenses. If you are interested in hiring any of our current or former graduates, please contact Kennedy, Job Developer/Recruiter, at (209) 935-0801, ext 274 or 1-800-255-1114.

SER/Jobs for Progress

West Hills College's Cooperative Training Network/Truck Driving Project is based on a cooperative partnership between education, industry, and employment and training agencies. SER/Jobs for Progress became a partner in the Cooperative Training Network to conduct outreach/referral services for potential students eligible for their services.

Fresno SER/Jobs for Progress, Inc. is an affiliate of a national human resources development organization, and is funded through the Job Training Partnership Act (JTPA). SER's primary goals are to provide local employers with job applicants who have been selected to meet the requirements of specific vocational needs, and to reduce unemployment and welfare dependency. In addition to providing traditional employment agency services such as pre-screening, testing and employee recruiting, SER is engaged in extensive guidance, training and remedial programs.

In addition accounting courses taught at SER's Training Center, SER provides financial assistance and guidance to students attending local academic and trade institutions.

SER is authorized to provide substantial financial aid to employers in the form of on-the-job training reimbursements. The employer makes the hiring decision from potential trainees who have been pre-screened and tested and the new employee is then trained at the employer's location to that employer's performance standards. Other than payroll and hourly records and an employee evaluation form, SER handles all required reporting and paperwork. For this SER will reimburse the business for a substantial amount of the cost of training a new employee. The amount and length of training are determined by the complexity of the job and the qualifications of the trainee, and are established at the time of hiring. The trainee must be hired for a minimum of 32 hours per week and be paid the entry level wage for the job category.

To find out more about SER's benefits, contact:

SER/Jobs for Progress
Bldg B, Suite 116
1900 Mariposa Mall
Fresno, CA 93721
(209) 237-5555

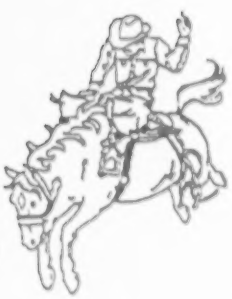
SPRING 1990 SEMESTER BEGINS

The Spring 1990 Truck Driving class has begun with an initial attendance of 36 students. This class has started out as the largest so far since the class first began in January 1987. "Thank you" to all who have referred students to West Hills College.

CAN YOU HELP US . . .

The Truck Driving Program at West Hills College is in dire need of truck related equipment. If you have any parts which are not being used, or are in need of minor repairs, why not donate them to a good cause ... training new drivers and mechanics. We need power units, trailers, converter gears, and other truck components. **ALL DONATIONS ARE TAX DEDUCTIBLE.** Contact Larry Brown or Joe Watanabe at (209) 935-0801 or 1-800-255-1114.

Cooperative Training Network
West Hills College
300 Cherry Lane
Coalinga, CA 93210



Did you know West Hills College has a nationally acclaimed Rodeo Team currently #1 in the nation in collegiate rodeo competition?

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TRUCKING ON THE MOVE

V1.1 No. 5 February 1990

California Trucking Association ROADeo Coming Soon!

Each year the California Trucking Association sponsors a Truck ROADeo. This year competitions are being held on May 12th in Stockton and May 16th in La Mirada. The first, second and third place winners of these competitions will compete in the State Finals to be held in Bakersfield on June 2nd. Applications and entry fees must be received in the appropriate California Trucking Association (CTA) office by 6:00 on the Thursday before the area ROADeo the following Saturday. To enter, your company must be an active member of the CTA. The eligibility requirements are: 1) Entrant must reside permanently in California; 2) must work out of and be supervised from a terminal, garage, or other operating base in the state; 3) shall be employed for at least 12 months prior to entry and shall have driven and performed the duties of a professional truck driver for eleven of the twelve months prior to entry; 4) must have an accident free record for a period of twelve months prior to entry. Owner operators or driver owners who operate regularly and exclusively in the service of a single employer who is a member of CTA and can qualify under these rules, also are eligible to compete in the ROADeo. The featured events are pre-trip inspection, straight line, offset ey, alley dock, serpentine, stop line, diminishing clearance, right turn and rear spot line. Parallel parking, personal interviews, and written examinations will take place at the state finals. The class regions are: Straight truck, tractor with angle axle semitrailer (3-axle), tractor with tandem axle semitrailer (4-axle), tractor with tandem axle semitrailer (5-axle), tractor and flatbed semitrailer, auto transport, tractor and t of doubles, truck and full trailer tanker (unofficial), and tractor and semitrailer tanker. CTA would like to encourage you to come on out and watch these exciting events free of charge!! If you would like more information on the CTA ROADeo, you may contact Cynthia Igou at (209) 935-0801 ext. 293.

TRUCKING AT HARRIS RANCH

Manny De La Ossa is the Fleet Superintendent and Safety Supervisor of Harris Ranch Feeding Company. Presently, Harris employs 34 truck drivers. The drivers primarily haul livestock and commodities (grain, corn, and hay). When asked what are important qualities in a truck driver, Manny responded "When looking for potential drivers, we take into consideration their driving record and experience as well as how they present themselves. Their safety record is important because, aside from the obvious reasons, the less mistakes made, the more efficiently the business operates." At Harris they have developed a unique hiring process to assure that they employ quality drivers that are experienced in hauling livestock. Many of their drivers first work with the livestock before becoming truck drivers. Manny believes that having "hands on" experience with livestock helps drivers to be better livestock transporters. Manny also expressed that "In general, West Hills College truck driving graduates learn skills and have many of the attributes and characteristics that Harris looks for in a driver."

JOSE GALLO JOINS THE RANKS OF THE NEWLY EMPLOYED!

Jose graduated from West Hills College Truck Driving Program on August 11, 1989. In October of 1989, Jose was hired as a truck driver by Cody West, a trucking company in Fresno. The types of loads that Jose hauls are air ducts and various other equipment related to air conditioning units. These hauls are made throughout the State of California. Since Jose's job keeps him quite busy, his wife told us that "Jose enjoyed his training at West Hills College very much and he has found this training to be very beneficial in his current employment." Congratulations again Jose and HAPPY HAULING!

WHC INVESTIGATES SHORT TRAINING COURSES FOR TRUCK DRIVERS

Due to high industry interest, West Hills College Truck Driving Program is investigating offering short training courses for Class A and B drivers.

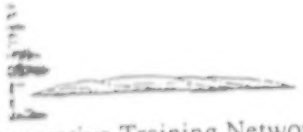
Through the Cooperative Training Network's Advisory meetings, industry representatives have expressed a need to offer drivers who have been unable to recertify for their Class A license additional training. Ideally, the mini-course would prepare the drivers for the DMV examination by reviewing changes in laws/regulations and completing practice written examinations.

Training for the Class B driver's license is needed for businesses that handle loads less than 26,000 pounds. Few training courses are available for this class of driver, so the instruction offered at West Hills will provide valuable educational opportunities.

The short training courses are still at the planning stage. If you would like to provide input or would like further information, contact West Hills' TTI Division Chair, Larry Brown, at (209) 935-0801.

George Deukmejian, Governor of the State of California, does hereby proclaim February 11-17, 1990 as Vocational Education week in California and he urges all citizens to support and participate in Vocational Education programs in California as necessary to enhance their individual work skills and productivity.

We encourage you to get involved and call your local high school career counselor and offer your services to talk to young people about careers in the Transportation Industry.



Cooperative Training Network
West Hills College
300 Cherry Lane
Coalinga, CA 93210

FEBRUARY IS COMMUNITY COLLEGE MONTH!

Did you know that 50% of all Freshman attend Community Colleges?

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COOPERATIVE TRAINING NETWORK
TRUCKING ON THE MOVE

Vol I No. 6 March 1990

THE MOST IMPORTANT RESOURCE

Joe Watanabe

In the twelfth month of West Hills' participation with the Cooperative Training Network, those of you in industry who hired graduates from our program have been, for the most part well pleased with their performance. Having been asked the question "How are you so successful when other truck driving schools can't seem to do as good a job?", I will begin to address that question in a series of articles, beginning with this one.

West Hills College is a state funded institution. Being officially recognized by the California State Department of Education, we are a fully accredited school. Our operational funding, as such, comes from the State of California and all instructors must meet the Department of Education certifications to receive credentials. State funding insures a reasonable cost to students for training and high-quality instructors. Recognition from industry justifies the value of the program and keeps it in the fore as viable.

Above all else, the success of West Hills Truck Driving program lies in the dedication of the people involved, to do whatever it takes to maintain quality instruction. As much as we like to see people succeed, there can be no compromise on the skill level of a Class A driver. If we had only two students, out of a class of thirty, receive Class A's, we still maintain integrity of instruction. Regardless of how many see it through, it is critical that those who do are qualified.

Program integrity is only possible through the commitment of program personnel. There must be a pervasive attitude that the job comes before anything else. The main resource of this program is it's personnel. Nobody bickers about what needs to be done or if they get overtime, they just do the job. No person's job is less important than anyone else's. We are all willing to make sacrifices to improve a student's competency to an industry usable level.

As you can see, people are the most important part of our program. This is reflected in their dedication and caring about the job they do. Industry must be recognized in this effort, because without their donations of equipment, participation on advisory boards, and written support of legislation and grants, we would not be where we are today.

Thank you to everyone involved in your endeavors at helping to make this program the success it is.

Donation Equipment Being Rebuilt

What's happening in the "Diesel Shops" at West Hills College? To begin, the truck repair classes are currently rebuilding two donated trucks. One truck is a 1969 Freightliner (three axle), courtesy of American Trucking in Fresno and the other is a Peterbuilt (two axle), courtesy of Condor Freight Lines in Sacramento. The rebuilding process involves a front to rear and bottom to top scrutiny of the vehicle. The result of the rebuilding activity is true to life experience and training for our young future mechanics/ technicians. The end product will be two additional trucks for the driving training classes. A hearty thank you to the companies who donated this equipment and to everyone involved for their continued support!

TTI Day in the Works

West Hills College is planning a Trade, Technical and Industry (TTI) day for various high schools. The date for this event has been tentatively set for March 28th. The TTI day will consist of a tour of the college and it's facilities, a guest speaker from the trucking industry, and a BBQ lunch to follow. Also being considered is a TTI day for industry representatives. This will give trucking companies an opportunity to see first hand what West Hills Truck Driving Program consists of and what is involved in the truck driver training we provide our students. We are hoping for a good turn out for both events. If you would like any further information regarding this, please contact Larry Brown at (209) 935-0801 ext. 238.

A New Face in the CTN Office

Cynthia Igou has joined the Cooperative Training Network/ Truck Driving Project staff as the new Project Assistant. Although Tammy Weatherman is still at West Hills College, she has moved to the office next door and is now working as a Development Technician in the College Development Office.

"I already enjoy the time I have been working at West Hills College and I look forward to a long and productive relationship with the Truck Driving Program. Thanks to the rest of the staff for their help and support while we make this transition." stated Cynthia.

The stork will be paying a call to Cynthia and her husband Dale in the near future, but we hope to have her back with us soon thereafter.

WEST HILLS COLLEGE
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COOPERATIVE TRAINING NETWORK
TRUCKING ON THE MOVE

Vol. I No. 7 April 1990

THE MOST IMPORTANT RESOURCE
(Second part of series.)
by Joe Watanabe

In the West Hills College truck driver training program, all personnel are important to the successful function of training and placement. Instructors, however, carry the greatest burden, as they are most directly involved in the training process. Therefore, this is where I will concentrate my attention for this month.

The quality of instructors cannot be stressed enough. It takes a special breed to drive a truck, and an even more elite group to teach the skill. Ability is foremost, in that there are times when instructors must shift, throttle, brake, and even steer from the passenger seat. When students get flustered, they lose gears, take corners too fast, and don't watch the mirrors enough, among other coronary-inducing antics. Instructors have to make up for lack of skill, and keep the vehicle under control until the student can again maintain a controlled situation.

Patience is another basic requirement. There are times when instructors should get mad, but they must never forget that their role is to educate. They have to be able to use a negative as well as a positive experience to teach a lesson that students will remember. As instructors, they must never forget that education is ongoing, that teachers can learn as much from their students as their students learn from them.

Communication skills must be exemplary. To teach truck driving requires a great deal of one-on-one, and every student will respond to a different teaching style. Instructors must be able to adapt to each student under their direction, one after the next.

Instructors also must be very imaginative and aware of detail. They should be able to see improvement in students and provide new exercises that will challenge students to improve their performance. Instructors also must be able to draw fine lines of evaluation to properly assess student progress.

Instructors don't necessarily have to be liked, although it helps a lot. They do have to be respected, and this is not something demanded. It is earned by instructors from students, and by students from their instructor.

Lastly, instructors must be aware that their students take into industry the marks of their trainers. Ultimately, it is the instructor's reputation on the line. They must be obsessed with the quality of training they provide, and there must be no compromise to their standards.

ADVISORY COUNCIL MEETING

Cooperative Training Network/Truck Driving Program's next Advisory Council meeting has been planned for April 25, 1990, at 9:30 a.m. on the Kings County Campus at Lemoore, Room C1, 1200 Hume Avenue, Lemoore. Any truck driving industry representatives or employment/training agency representatives are encouraged to attend this meeting. Please call Doretta Deshields at 209/935-0801, Ext. 293 for any further details.

APRIL 26, TTI DAY

Another Trade, Technical and Industry (TTI) campus visitation day for high school students is planned for April 26, 1990. Activities start at 10:00 a.m. and finish with a Bar-B-Q lunch at 12:30 p.m. Eleven high schools have been invited for this visit day. The days agenda is designed to showcase the TTI Division's programs and classes and to help high school students make decisions about career choices. School programs involved that day include: automotive technology, diesel technology, welding technology, truck driving and agriculture mechanics/heavy equipment operation. If you are interested in attending, please call Doretta Deshields or June Kennedy at (toll free) 1-800-255-1114, or 209/935-0801.

NEW ARRIVALS

New to the Cooperative Training Network - Truck Driving Project staff is Doretta Deshields. She will be assisting project students, staff and partners in accomplishing program objectives. Doretta states that in the short time she has been here, everyone has been very helpful and supportive. "My new awareness of the Truck Driving Program and its uniqueness in quality, due mainly to the commitment to excellence by its directors and instructors, causes me to want to be a part of this splendid program", says Doretta.

Cynthia Igou, and her husband, Dale, are the proud parents of a new baby girl, Taryn T'nell, 7 lbs 4 ozs 21 inches, born March 14, 1990 at Hanford Community Hospital. Congratulations!!!

TRUCK DRIVING COURSE SUMMER SESSION

Preparation for the Truck Driving Program's 1990 10-week summer session is complete. Course registration will open April 23 and close on May 31. There have been many inquiries about the course so the maximum enrollment of 30 students is expected to be reached rapidly.

The course begins June 5 and will continue to August 2. Classes will be held on Tuesday, Wednesday and Thursday evenings from 7:30 p.m. to 10:30 p.m. The classroom portion of the course will be held at the Kings County Campus in Lemoore. There will be a 9-hour behind-the-wheel driving laboratory each weekend, either on Saturday or Sunday.

Program costs include: a $40.00 registration fee, approximately $25.00 for books, and a mandatory physical exam which averages around $35.00.

To become a student, the following requirements must be met: 1) at least 18 years old; 2) possess a valid California Drivers License - Class 3; 3) a good DMV driving record; and 4) the ability to pass the DMV physical examination.

For more registration information, call Doretta Deshields or June Kennedy (toll free) at 1-800-255-1114, or 209/935-0801.

OOPS!!! WE GOOFED

'69 Freightliner three-axle truck was donated to West Hills College by Emerian Trucking of Fresno; not American Trucking as reported in March's 1990 Newsletter.

GOVERNOR's CITATION FOR EXCELLENCE IN VOCATIONAL EDUCATION

West Hills' Cooperative Training Network - Truck Driving Program was a "highly competitive" entry for the coveted Governor's Citation.

Descriptive information about the program was compiled by the project staff members of the Truck Driving Program and submitted to the California State Council on Vocational Education for consideration. This was the first attempt by the Cooperative Training Network Truck Driving Program for the prestigious award and expectations are high for the next citation entry.

The citation is designed to promote vocational education throughout the state. As evidence of the Governor's commitment to excellence in vocational education, he encourages schools to participate in the program. This annual award recognizes outstanding vocational education programs at the secondary and postsecondary levels.
The Governor's Citation will be presented on April 27, 1990 at the Annual Vocational Education Conference in Anaheim.

To further emphasize the Governor's committment to vocational education, he proclaimed February 11-17, 1990 as Vocational Education Week in California.

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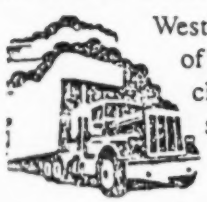
TRUCK DRIVING CLASSES EXPANDED TO 36-WEEKS ONE YEAR CERTIFICATE



West Hills College has expanded the Truck Driving Program. The scope of training has been broadened to increase the length of time in the classroom and laboratory from 18-weeks to 36-weeks. Additional study areas will include: basic English, basic Math, operator oriented truck maintenance, introduction to diesel engine, truck chassis and on-the-job training. By adding additional training components, students will be better prepared to meet the job market demands in trucking industry and strict insurance requirements.